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ABSTRACT

This handbook is designed as a tool and resource document for school and agency personnel involved in the school-to-work transition of persons with disabilities. It includes forms, checklists, and sample documents. After a brief overview describing why transition has become a national priority, an individualized 4-year transition process is presented. This process uses both an Individualized Education Plan and an Individualized Transition Plan. It is recommended that school and agency personnel plan and coordinate services by using the Individualized Transition Planning and Record Sheet. Since a variety of school and agency personnel often have a role in the transition planning process, the roles and responsibilities of each potential participant--students, parents, school and agency personnel and employers--are described and discussed. Given the multitude of personnel involved in a smooth transition process, a section on team building discusses ways to assemble teams initially, develop interagency agreements, and work together to eliminate gaps in services so youth experience an effective transition process that results in employment. Twenty-two references and a glossary are provided, followed by these appendixes: Ohio Cooperative Agreement for Supported Employment; camera-ready masters; charts of organization service areas; outlines of legislation affecting transition; transparency masters; and capsule descriptions of exemplary transition programs. (YLB)

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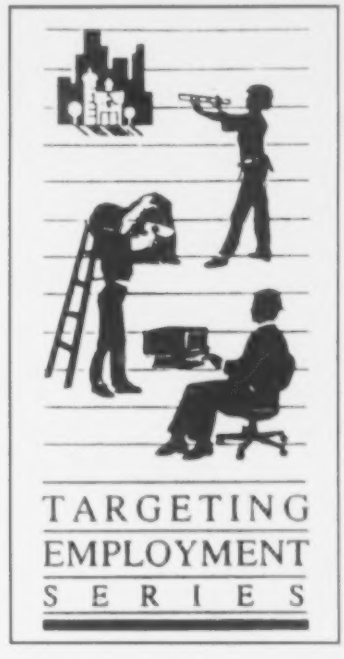

A Transition Coordinator's Handbook

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NETWORK FOR EFFECTIVE TRANSITIONS TO WORK

A Transition Coordinator's Handbook

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October 1990

Dear Transition Coordinator:

The formation of Ohio's Special Education Futures Forum and Vocational Education's Modernization Forum reflects the new challenges of educating children and youth in the next decade. You have an important part in ensuring that our educational programs become more outcome-oriented--an outcome measured by full employment as our youth exit our schools and enter a competitive world, ready and willing to participate fully in our society.

As the transition coordinator, you have the critical task of coordinating the educational and employment-related activities of school and agency personnel so that our students successfully complete the school-to-work transition. This involves many roles: parent advocacy; interagency coordination; IEP/IWRP/IHP development, coordination, and implementation; and, job development and placement services. Whether you are a special education teacher, vocational instructor, coordinator, supervisor, or parent, your responsibility as transition coordinator will become the benchmark upon which our educational programs will be judged in the future.

This transition coordinators' handbook, *Network for Effective Transitions to Work* is a guide and a reference tool for you to use as you plan effective and successful school-to-work transitions. Many of the strategies have been tried in various school districts throughout Ohio. We know that transitions are sometimes dependent on the personality of a given counselor, teacher, parent, student, or employer. So if a given strategy does not produce a desired effect, try an alternative strategy. In this process, there are more creative solutions than there are problems.

Best of luck as you embark on one of the most critical and exciting endeavors within the history of education. As you accomplish the goals of effective school-to-work transitions, you have made a contribution that will enrich not only the lives of your students, but all of our lives.

Sincerely,

Frank E. New

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FOREWORD

The intent of this handbook is to provide information about the school-to-work transition process for students with disabilities and the implementation of practices which ensure effective transitions. When we speak of effective transition that is to say a transition process that creates a good match between a student's interests and abilities and a job or career in their community. This transition process involves a multi-year systematic plan coordinated as part of the Individualized Education Program (IEP) and includes goals and objectives to prepare the student with a disability for work. The IEP identifies the timelines for specific vocational and employability skill acquisition, as well as responsibility for coordination of training and job placement activities. An effective transition process also must encompass on-the-job support and follow-up services for the student as well as the employer.

This document will assist those charged with overseeing transition experiences for students with disabilities by providing numerous strategies and methods for helping students make that often difficult transition from school to work. Useful to both experienced and novice professionals, this document includes valuable forms, checklists, and sample documents to ease the job of the transition coordinator. The familiar, "you," is used throughout and refers to the reader who has been charged with any or all of the responsibility for a school-to-work transition program.

The Center on Education and Training for Employment (CETE) is indebted to Margo V. Izzo, Project Director, and to Katherine E. Shumate, Program Assistant, for conceptualizing and preparing this document. Appreciation is extended also to DeAnna Horstmeier of the Ohio Resource Center for Low Incidence and Severely Handicapped (ORCLISH) for her guidance and input, both as a professional in the field and as the parent of a student with a disability. Additionally, gratitude is due to the Project NETWORK pilot sample of 27 students, their parents, teachers, case managers, counselors, and others who permitted CETE staff to study their experiences of transition.

NETWORK FOR EFFECTIVE TRANSITIONS
TO WORK A TRANSITION
COORDINATOR'S HANDBOOK

Executive Summary

This handbook was developed as a tool and a resource document for school and agency personnel who are involved in the school-to-work transition of persons with disabilities. A transition planning process for youth with disabilities is outlined that ensures that --

- o youth gain quality job training within school and community environments;
- o youth have adequate support during the transition process;
- o youth have on-the-job training provided by a job coach, if necessary;
- o parents understand their role in the transition process so that they can be effective advocates for their son or daughter;
- o persons with disabilities and their parents understand the adult service delivery system so that they can obtain employment and independent living support, when needed;
- o employers have the necessary support and training to supervise the new worker effectively;
- o employees understand their role in supporting their colleagues with disabilities, and
- o employers have a contact person to call if problems, questions, and/or concerns arise.

After a brief overview describing why transition has become a national priority, an individualized four-year transition process is presented. This process utilizes both an Individualized Education Plan (IEP) and an Individualized Transition Plan (ITP). It is recommended that school and agency personnel plan and coordinate their services by using a form entitled the Individualized Transition Planning and Record Sheet. This Record Sheet serves as both a checklist and planning document that not only details the steps of transition planning, but also documents when specific activities should occur and who is responsible for implementing and evaluating each activity.

Since a variety of school and agency personnel often have a role in the transition planning process, the roles and responsibilities of each potential participant is described. The students' responsibilities, the parents' role and each school and agency personnel's responsibilities are described and discussed in sections III and IV.

Given the multitude of personnel involved in a smooth school-to-work transition process, section V, Team Building, discusses ways to assemble teams initially, develop interagency agreements, and work together to eliminate gaps in services so youth experience an effective transition process that results in employment. By networking with the professionals in your local area on a regular basis, communication can be enhanced, commitment can be developed, and local cooperation can be coordinated that results in an effective and successful transition planning process that benefits both the student, as well as the business and professional community.

This handbook offers many approaches to transition planning. The variety of suggestions presented here--ranging from coordinating one student's transition to starting a local interagency task force--can be overwhelming. Remember that your goal is to develop a conscious, definitive plan to assist each student to gain employment. For such a goal to become a reality, a systematic planning process must be in place. This handbook is dedicated to those who strive to reach the goal of effective and smooth school-to-work transitions for each of their students and clients. As life improves for persons with disabilities, it improves for all people and enriches all of our lives.

SECTION I. OVERVIEW OF TRANSITION

INTRODUCTION

Transition occurs in each of our lives when we pass from one state, stage, or place to another. Whereas many of our transitions go unnoticed, others form our major life events: passing from high school to college, going from our parents' homes to homes of our own, or moving from being single to being married. Major life transitions are inherently stressful. We fear failure (and success), we fear change and the unknown, and we question our abilities to meet the challenges that come with change.

Because transition is a process of moving from the familiar to the unknown without thorough preparation and planning, we are ill-equipped to undergo major life changes. This preparation and planning is actually the beginning of a transitional process.

Everyone goes through transition in their lives.

Most of us are quite unprepared to plan our major transition experiences successfully without assistance. We ask our parents and teachers for guidance about potential careers, we seek tutoring to prepare us to take the college-level course in that subject, and we seek friends and peers who affirm our new life choices.

Transition must be clearly defined in order to be evaluated. Unless the process is defined, progress cannot be measured. Without a measure of progress, people are often reluctant to continue in a process.

In summary, major life transitions must involve the following elements to be successful:

1. Thorough preparation and planning
2. Assistance when needed
3. Time to reflect and evaluate progress

This is not a particularly complex concept. We all follow these steps to the best of our abilities any time we seek to effect change in our lives. Whereas, it would be foolish to expect anyone to undergo a major life transition without preparation and planning, to suggest that it can be done without assistance nearly ensures failure. Admittedly, different people require different amounts of assistance, but if

we each are given the assistance we require, there is no reason to expect failure. This holds true for all people, regardless of ability (or disability).

SCHOOL-TO-WORK TRANSITION

The intent of this guidebook is to provide information about the school-to-work transition process for students with special needs. It includes a discussion of the necessary preparation and planning, means by which assistance might be provided, who is responsible for providing assistance, and how progress through the process might be measured.

A student's disability doesn't change his/her concerns about high school.

The typical high school student is concerned with friends and social life, parents, recreational experiences, and life after high school. With regard to transition from high school, some students are more thorough and thoughtful about planning and preparation, some are more willing to seek assistance they need, and some are better evaluators of where they are in their transition process. These concerns do not change because the student has a disability--they may be magnified--but the basic concerns are identical to those of any student.

The world of school is comparatively safe. By the time a student reaches high school, the student and parents are familiar with the system and hold reasonable expectations for what a day might include. The notion of leaving this environment for any place besides home is legitimately frightening for both students and parents. In cases where the student has a disability, awareness of the support services necessary to replace those that have been provided by the school is not only frightening, but overwhelming.

These fears are not as profound when a student's progress can be measured with a clearly defined, orchestrated process between high school and life following high school. In a clearly articulated process, it is possible to know where one is in the process and in which direction one is headed.

BREAKING THE DEPENDENCY CYCLE

Unfortunately, as a nation our attitude toward individuals' gaining independence after high school is different if the individual has a disability. We have a system in place that fosters dependency for these individuals. This system begins in grade school when significant monies are spent on educating youngsters with disabilities, while at the same time infusing a sense of limited expectations for these students. Membership in any group perceived as different from the "norm" includes inherently different expectations for the group members. This sense of altered expectations

held by those outside the group (parents, teachers, other students) is internalized eventually by the members of the group. More students with disabilities are limited by the expectations of others than by any disability.

Per-pupil expenditures for special education students comprise a significant investment. Given that students, on average receive these services for 14 years, the cost of educating one special education student from kindergarten through age 18 is over $116,250.

EXHIBIT 1

PER PUPIL EXPENDITURES FOR SPECIAL EDUCATION

Students with--	
o Physical/multiple handicaps	$11,098
o Hearing impairment	9,954
o Emotional disturbance	9,364
o Mental retardation	8,504
o Learning disabilities	7,819
o Speech impairment	5,569
Mean Annual Expenditure	$ 8,375

SOURCE: Singer, J., and Raphael, E. Per Pupil Expenditures for Special Education: To Whom are Limited Resources Provided? Cambridge, MA: Harvard Graduate School of Education, 1988.

After this initial investment is made, expenditures continue at an alarming rate if the student has not been prepared for, and given the opportunity to become employed to the best of his or her ability.

Keeping people dependent is EXPENSIVE.

For each individual who does not work, the dependency cost per person totals approximately $12,368.00 annually and the cost of dependency is rising (Ohio Governor's Office of Advocacy for Persons with Disabilities 1986). Dependence-oriented expenses have grown at a rate much faster than the annual inflation rates. For example, in 1966 Medicare costs amounted to $3.4 billion, whereas in 1982 the Medicare program spent an excess of $50 billion. The Medicare outlay has been increasing at an annual rate of 17.7 percent.

If taxpayers' expenditures are reviewed for the projected lifetime of one unemployed individual with a disability (from age 6-60), the cost reaches nearly $.5 million. Further, if 625,000 special education graduates leave school nationally each year (Eleventh Annual Report to Congress 1989), the need for effective transition becomes painfully obvious.

Americans pay $10 in dependency costs (disability insurance, health care, and food stamps) for every $1 spent on programs to help persons with disabilities become independent (special education, vocational education, and rehabilitation). The difference between those who become self-sufficient and those who do not is less a function of the severity of the disability than of the appropriateness and timeliness of the education and rehabilitation services provided.

BRIDGES TO INDEPENDENCE

The obvious solution to the problem of "forced" dependency is to change the system. Unfortunately, before the system can be changed, the attitudes of significant people need to change:

Changing the system requires cooperation.

- Students need to be surrounded with a sense of expectation that includes a picture of themselves as productive, involved citizens.
- Parents need to reinforce this picture and come to an understanding of not only the risks of leaving supported dependence, but the rewards of selecting supported independence.
- Educators need to reinforce the picture of students with disabilities becoming job- and career-holders and prepare them with the necessary skills and sense of self-esteem to be productive citizens.
- Adult service providers need to share in the responsibility for the training and retraining of these students and to provide support to these students when they are on the job.

A discussion of the transition from school to work for special needs students can be confusing because it involves both the transition process itself ("transition," the noun) and methods for trouble-shooting an individual's progress through the process ("transition," the verb).

Conceptually, bridges are a good way to examine and talk about the transition process. Madeline Wills of the Office of Special Education and Rehabilitative Services (OSERS) was among the first to refer to the school-to-work transition process as a bridge.

Transition is a bridge between the the security and structure offered by the school and the risk of adult life.

> [Transition is] an outcome oriented process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional postsecondary education or adult services, and the initial years of employment. Transition is a bridge between the security and structure offered by the school and the risk of adult life. (Wills 1984)

In order to share a conceptual model of transition for special needs students, OSERS offered the following illustration of three bridges between school and work.

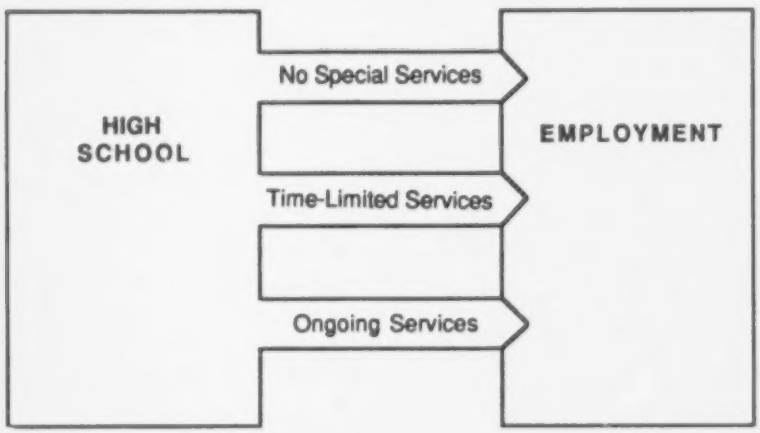


FIGURE 1. OSERS' conceptual model of transition

An explanation of the three bridges leading to competitive employment follows:

1. No Special Services. Students using the first bridge to employment would require no special services to gain and maintain employment other than services available to their nonhandicapped peers. Such services could include job placement assistance from the vocational instructor or job placement counselor.

2. Time-limited Services. Students using the second bridge may use services provided by rehabilitation agencies, postsecondary education and/or Private Industry Council (PIC) programs. This bridge to employment is generally restricted to individuals thought capable of making it on their own after services are completed.

3. Ongoing Services. The third bridge exists for those individuals who may always need support services. These individuals require several agencies sharing resources to provide lifelong support in order to maximize the person's potential. The supported employment initiative of Rehabilitation Services Commission (RSC) and Mental Retardation/ Developmental Disabilities (MR/DD) agencies encourage the development of programs that provide ongoing services.

Residential and social issues must be considered also.

Since an effective transition process affects future life as well as the employment component of that life, residential and social issues must also be considered. The transition process must account for meeting the student's needs within these domains as well. As students leave the secondary environment, their social network often diminishes. Planning must account for age-appropriate social and recreational activities. For some families, residential issues may be of immediate concern. For others, concerns about independent living are secondary to more pressing concerns. Assessing appropriate housing available within the community or determining that such housing does not exist are important components to any real transition from dependence to independence.

Figure 2 offers an illustration of how these two additional domains--residential concerns and socialization opportunities--fit with the OSERS' bridge model.

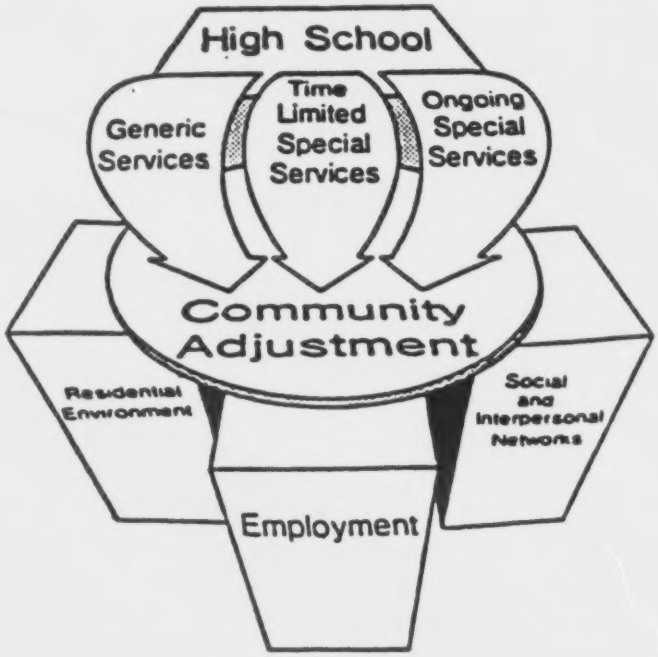


FIGURE 2. Halpern's revised transition model

Transition bridges must be built!

This discussion of bridges must, however, be carried a step further. For example, OSERS' bridge model is excellent on paper. Yet it is no more useful than a bridge printed on a map to enable a traveler to cross a river. When the traveler reaches the river and the bridge is out, the fact that it is on the map is of little help. Often services are technically available, but the lack of programming or the existence of waiting lists makes services functionally nonexistent and the bridge is rendered ineffective.

These transition bridges must be built, they must be regularly inspected, and they must be repaired when they break down. Unfortunately, unlike bridges of concrete and steel, we do not have the luxury of re-routing traffic while we work on these bridges.

In addition to building and repairing bridges, transition inherently includes the responsibility for ensuring students safety as they cross the bridges and ensuring that they make it all the way across.

THE PROJECT NETWORK EXPERIENCE

Project NETWORK, funded by The Ohio Division of Career and Vocational Education, Ohio Department of Education, with funds from the U.S. Office of Special Education and Rehabilitative Services, U.S. Department of Education, was a 3-year effort undertaken by the Center on Education and Training for Employment at The Ohio State University. The purpose was to develop a model whereby school and agency personnel, parents, and employers could better coordinate their support services to ensure that youth with disabilities could experience effective transition from school-to-work with the support necessary to succeed.

Project goals demonstrated that through increased cooperation--

Effective transitions result in improved services.

- o youth would gain quality job training within the school environment;
- o youth would have support during their transition process;
- o youth would have on-the-job training, if necessary, provided by a job coach;
- o employers would have the necessary support and training to effectively supervise the new worker; and
- o employers would have a contact person to call upon if problems developed.

Through increased cooperation between the various players, it was expected that services could be provided without gaps or duplication of effort.

A pilot sample of 27 students involved in a variety of educational programs was selected from across 11 school districts in 7 counties within central Ohio. This effort permitted project staff to gain an insightful perspective on transition, what works, and what does not. It is information from the Project NETWORK experience that comprises the case studies included herein, as well as many of the handouts and forms included as exhibits. Much of the information gathered as a result of the project will seem obvious to even the most casual reader, but bridges on paper obviously cannot be

crossed and yet we try to force students across paper bridges with startling regularity. Significant discoveries of the project are as follows:

Tips for effective transition.

- Transition efforts were most successful when coordinated by one person, whom we will refer to here as the transition coordinator. The specific job title of this individual (work-study coordinator, vocational special education coordinator) was not nearly as important as the fact that one person had the responsibility of coordinating the efforts of the other players. This individual's commitment to networking, delegating, and the students' long-term well being were significant factors in creating effective transition experiences.

- Transition coordinators who had the time to network--to learn of other agencies and their services, to build working relationships with personnel from these agencies, and who involved these others in transition meetings--were significantly more successful than those who did not.

- Transition coordinators supported by their administrators with decision-making power were more successful than those without the expressed support of their administrators.

- Transition efforts should ideally start by the student's freshman year and must be started no later than the junior year. Adult service providers must be made aware of the student on a consultation basis in freshman and sophomore years and/or on an open case basis in the junior and senior years.

- Transition coordinators are more successful when given a reasonable case load over the 4-year program--that is, 10-16 students with multiple handicaps or 25-30 students with mild disabilities.

- Transition coordinators who include in-school employment, community-based experiences (e.g., volunteer work), and summer employment as integral components of a student's high school preparation for work have students who are better prepared to work following high school.

- Transition coordinators who foster a sense of personal investment on the part of transition team members are more successful than those who do not. This includes arranging meetings wherein things get accomplished, ensuring that team members participate and see results from their participation, and keeping each team member aware of the student's progress through the process.

In our society, people who work are regarded as valuable, contributing members of a larger whole. People with disabilities have the right to participate as working members of the society. By law, a person seeking employment cannot be discriminated against due to a disability, however, no employer is required to hire someone ill-equipped for the position they have available. The difference is coordinated transition from school to work.

SECTION II. INDIVIDUAL TRANSITION PLANNING

INTRODUCTION

Understanding the roles and responsibilities of each participant in a comprehensive transition plan and participating in an interagency task force are critical to an effective transition planning process. Yet, transition planning process can be evaluated as successful only if the following outcomes occur:

- All students exiting secondary education programs are employed and/or are enrolled in postsecondary programs
- All students exiting secondary education programs have access to necessary support services to maintain employment and/or postsecondary education programs
- All students exiting secondary education programs and their family members understand how to access adult services if, and when, needed

Transition planning is student-outcome-oriented.

The Project NETWORK experience and recent research underscore the need for a multiyear transition process initiated no later than the ninth grade. As with typical children, we must begin to hold clear expectations for children with disabilities. These expectations must include work and career goals, independent living goals, and goals for self-actualization. This is a process of reinforcement which begins at birth (see figure 3). For practical purposes, the following section will be limited to activities for the student's secondary education program.

Section 2 is divided into three major parts. First, a school-based transition planning process will be presented. Second, the general flow of transition will be discussed briefly using the School-to-Work Transition Flow Chart. Finally, an Individualized Planning and Record Sheet will be presented and discussed in detail. The case studies and examples of ITP forms presented are all real-life examples from the Project NETWORK experience.

Successful transition planning must begin early.

Figure 3. "Early transition planning"

SCHOOL-BASED TRANSITION PLAN PROCESS

The best way to coordinate transition is to make the transition planning process an integral component of the IEP process. The transition coordinator must be involved in the IEP planning process to ensure that the educational, vocational, and transition plans are all coordinated.

Coordinating Transition through the IEP

The transition process can be coordinated through the IEP for many high incidence populations.

Transition planning is best completed as part of the IEP process. By incorporating planning for the student's future into an already existing meeting time, school personnel and family members can help direct the educational program toward employment and independent living goals. For example, once the special education teacher understands the goals of transition, he/she may teach job-seeking and job-keeping skills as part of the communications unit. Similarly, the

complex skills of budgeting and money management can be incorporated into the math curriculum.

As school personnel begin to involve adult service agencies, several benefits can occur for all participants. Some of these benefits are as follows:

When adult service providers are involved it's best to invite them to the IEP/ITP meetings.

- Adult service personnel have school contact persons available to provide information about the client. School personnel have an excellent history of the student that can assist the adult service system to provide the most appropriate, and timely services.

- School personnel have the adult service system available to provide services that the school system cannot provide. For example, if the youth needs a job coach, special equipment, or an on-the-job training agreement, the rehabilitation counselor can provide these services.

- The adult service system has its own individualized planning process, namely, the Individualized Written Rehabilitation Plan (IWRP) for RSC, and the Individualized Habilitation Plan (IHP) for Mental Retardation/Developmental Disabilities (MR/DD) agencies. It is essential to coordinate these two or three plans so that the individual student can maximize the services of the school and adult service systems without duplicating expensive evaluations or other services.

Transition planning benefits all participants.

- School personnel should be invited to the IWRP and/or IHP meeting with the permission of the student and his/her family. This enhances communication and can ensure that the three plans are well coordinated. It also spreads the responsibility of calling meetings to all the transition participants.

- Adult service personnel become invested in the vocational goals and job-placement activities of the ITP team members. Once the student graduates and is employed, the adult service agency will have a greater investment in maintaining that employment site.

- As job-to-job transitions occur, the adult service agency will have an established working relationship with the client and, as a result, will be able to open cases and provide timely services.

Exhibit 2 offers an overview of transition planning. This tool can be used as a handout to familiarize members of the team with the components involved in transition. (See appendix B for the camera ready master of this process.)

EXHIBIT 2

SCHOOL-BASED TRANSITION PLAN PROCESS

1. Prepare for the Student's Transition from School to Work.

   - o Obtain or update information on the student's vocational skills, including the use of--
     - -- vocational interest inventory,
     - -- formalized vocational assessment, and
     - -- informal assessment, including behavioral observation.
   - o Establish a transition file for each student.
     - -- Obtain or update information concerning the student's disabling condition, including medical and psychological evaluations.
     - -- Gather or update information about agencies (public and private) or individuals, including family members, that may be involved in the student's eventual transition, placement, or support.
     - -- Collect information from the Bureau of Employment Services and local chamber of commerce regarding local labor market needs.

2. Establish the Transition Team.

   - o IEP chairperson reviews updated student information to determine individuals and agencies necessary to implement a successful school-to-work transition.
   - o IEP chairperson assures that agencies will have entered into a working interagency agreement with the school system.
   - o IEP chairperson convenes the first full transition meeting.
   - o IEP chairperson assigns transition coordinator as student advocate who will monitor the transition process.
   - o Transition coordinator completes referral forms to adult service agencies and monitors services provided by adult agencies to ensure a well-coordinated transition process.

EXHIBIT 2--*Continued*

3. Set Broad Transition Goals via the IEP/ITP.

   - o The team determines the type and nature of the school and/or community placement that will be the context for the student's transition.
   - o The team determines appropriate community living goals, including living arrangements, medical needs, estate planning, social options, etc.
   - o The team determines appropriate short- and long-term employment goals, including job training, short- and long-term employment options, etc.
   - o The team writes the goals on the IEP/ITP.

4. Establish the Transition Objectives.

   - o Attach objectives with specific initiation and completion timelines to each of the goals specified on the ITP.
   - o On the ITP, write the name of the individual assigned to be responsible for monitoring each objective.
   - o Affirm the ITP team coordinator's role in monitoring the objectives with each team member throughout the year.

5. Update the Transition Plan based on the Student's Progress.

   - o Reconvene the ITP team at least once to evaluate progress on the plans, goals, and objectives.
   - o Modify or update the ITP based on reports by team members responsible for transition objectives.

6. Establish Follow-up and Follow-along Services.

   - o Determine scope and nature of follow-up.
   - o Establish agency or individual responsibility for follow-up and follow-along.
   - o Forward information gathered in course of ITP process to the follow-up coordinator.
   - o Update school and agency files to reflect changes in the student's plans.

CASE STUDY

CASE STUDY: EXTENDING TOM'S SCHOOL PROGRAM

Tom is a student with multiple handicaps who is currently receiving services from the high school special education program as well as the county board of MR/DD. When Tom approached graduation at age 19, the school work-study coordinator began to look for employment. Because of Tom's lack of maturity and pre-employment skills, finding an appropriate job match for Tom was difficult. Instead of letting Tom graduate and sit at home waiting for an adult service case to be opened, the school personnel decided it would be better for Tom to return to school to gain more vocational skills and maturity.

Tom's parents agreed to keep him in school until he could gain appropriate job skills and make the transition to work. However, the school personnel could not locate an appropriate job training program for Tom. (The school district did not have an Option 4 Vocational Training Program.) From previous summer work experiences, they knew that job coach services were essential.

After several meetings with different adult service representatives, the local MR/DD program agreed to provide vocational services to Tom during the next school year. Tom attended the local public high school and received instruction in personal finance, cooking, and shopping as designated on his school IEP.

In addition to the goals and objectives on his IEP, Tom also had an IHP that specified that he produce a satisfactory amount of work, finish work tasks, and listen to supervisors without interrupting.

As the result of this plan, Tom will be placed in competitive employment by February 1990.

This case study illustrated how Tom, the family members, and the school and agency personnel benefit by working together to coordinate the services. Tom will need to maximize his potential. The adult service agency, which will have ongoing responsibility to follow-up on Tom's employment, will coordinate the job placement and job coach services. In the final analysis, when Tom graduates, his school-to-work transition will be heading in a successful direction.

TRANSITION AS A FOUR-YEAR PROCESS

The "transition flow chart" presented in figure 4 provides a graphic view of how a student may transition from school to employment. The figure highlights some of the many activities that can occur in years and stages of the transition planning process. Each transition plan will be individualized. Unfortunately, ongoing student assessments and values of assessment and the individuality of program planning simply cannot be overlooked.

Freshman and Sophomore Years

Transition planning must begin in the freshman year.

During the freshman and sophomore years, as well as in the elementary grades, there is a heavy emphasis on employability skills and career exploration. During the freshman year the transition folder is set up and the vocational assessment process is initiated. This process can include both informal and formal assessment, as well as an evaluation of all work experiences.

Also, during the freshman or sophomore year, adult service personnel can be used on a consultant basis and/or adult service cases can be opened for youth with severe disabilities. For example, if a youth needs a job coach to gain and maintain a summer job, then a referral to RSC should be completed so that a job coach for summer work experience can be obtained. Work experiences should be coordinated for all youth during the summer months so that each student with a disability develops a work history as well as a clear understanding of what "work" actually is.

Junior and Senior Years

Adult service cases should be opened no later than the junior year.

Adult service cases should be opened no later than the junior year for all youth who may need assistance and support beyond what school personnel can provide. If youth are able to gain and maintain summer jobs and receive favorable evaluations from their employers, additional support from the adult services may not be necessary. If the summer experiences are not successful, then other support services such as job coaching may be needed. The goals and objectives of the final years of high school must focus on the essential skills needed for successful transition to employment.

If the student requires more time to gain necessary skills and to complete the required high school credits, plans to extend the high school program an additional year should be made. This must be done early in the transition planning process so that the youth and his/her significant others do not perceive this additional year as a failure or punishment, but an opportunity to prepare for the future.

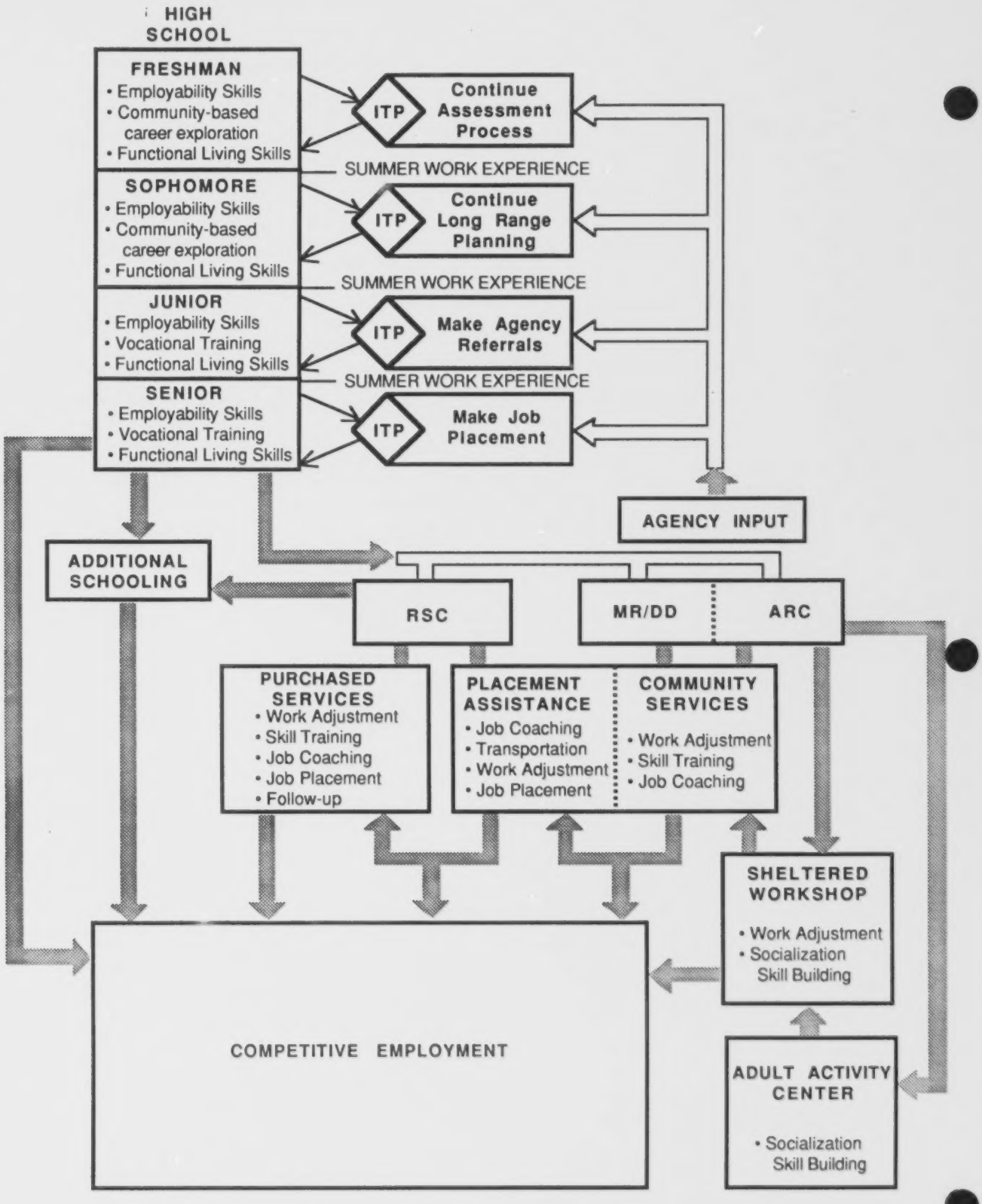


Figure 4. Transition flow chart

During the senior year, the actual job placement should occur no later than January of that year. The final year of high school should be coordinated so that the youth spends the majority of the year working in a community-based job instead of reporting to the high school.

Smooth and Effective Transitions

A smooth transition with carefully planned support for both the student and the employer has occurred if--

- o The student continues working in his/her job,
- o the parents/guardian and the adult service representative can provide the necessary support to maintain that job placement and
- o the next transition (job-to-job) can be planned and executed by the youth, the parents, and/or the adult service representative.

CASE STUDY

Students can acquire essential work experience through summer employment.

CASE STUDY: MULTIYEAR TRANSITION, BILL

Bill has been placed in a Severe Behavior Handicapped class because of his psychiatric disability. Although Bill's disability has not stabilized--he has experienced several breakdowns that required hospitalization--competitive employment is still a goal.

In his freshman year, Bill was given a school-based evaluation that indicated an interest in service occupations and the ability to follow directions. Bill gained a summer job at the Parks and Recreation Department through the PIC Summer Youth Employment program. However, Bill was fired from this job before the summer ended specifically because he **did not** follow directions.

During his sophomore year, Bill applied and obtained a job at a local resort area cleaning off tables. After several weeks Bill quit this job because "it was too stressful."

The following summer Bill again acquired a PIC summer job as an assistant to a building custodian. With some counseling and strong family support, Bill successfully completed all 8 weeks of the job. The supervisor commented that Bill "doesn't like to work by himself and needs a lot of supervision."

At this point the ITP team decided that Bill would need support from adult services, and they made a referral to Rehabilitation Services Commission (RSC). They also enrolled Bill in an on-the-job PIC training program in food service. Bill gained high school credit for working in the training

program. He did so well in the 8-week training program that the employer offered him a part-time job with a raise and steady hours.

Bill was so excited about this opportunity that at his ITP meeting (in which he actively participates) he announced, "I want to thank everyone for coming. Thanks for saying good things about me because it's true. I work hard. You can count on me!"

Bill's transition clearly illustrates a multiyear process that incorporated several work experiences. Each job that Bill had can be used as part of the ongoing vocational assessment process to determine the support services that Bill will need to enter the world of work successfully.

CASE STUDY

Some transition efforts have many barriers.

CASE STUDY: CAROL, A CHALLENGING CASE

Carol is a 20-year-old student in a Hearing Impaired program. She is currently functioning cognitively, academically, and adaptively within the mildly mentally retarded range. In spite of her profound hearing loss she has spoken language, excellent utilization of her hearing aids, and some speech reading capabilities.

Carol has been consistently sheltered by her mother, Ms. Flick. Her father has been out of the home for many years. Carol and her mother are very close and on several occasions her mother requested that she be excused from participation in evaluation and vocational experiences because Carol was upset, fearful, and threatening to quit school.

Carol was given vocational evaluation in the 10th grade and the evaluator reported that she had great difficulty following directions and was not a suitable candidate for a Career Center program. The Work Study Coordinator recommended a summer work experience, but Carol and her mother were not receptive.

During the 11th grade Carol was given the opportunity to work every morning at a special school for very young hearing impaired children where Carol has been a student. She did simple clerical tasks and helped one of the teachers with three year olds. Her performance varied from week to week. During the spring she was encouraged to visit each of the two special needs programs available in the Columbus City School District. After encouragement and some threats Carol and her mother agreed that she would go to Production Lab at the Northeast Career Center. Again she was given an opportunity for summer employment. This time her mother indicated that

she had a summer job, which later proved to have been a falsehood.

In her senior year Carol attended the Production Lab and made some progress. There were serious problems with transportation that were solved when Ms. Flick changed her work schedule so that she could pick Carol up each day. Both mother and daughter continued to insist that they were anxious for Carol to have a job.

At the ITP conference it was determined that Carol was interested in being a nurse assistant in child care, and a clerk typist. Because Ms. Flick worked at a convalescent center and was reluctant to permit Carol to use public transportation, it was determined that we would investigate that facility first.

After an initial visit by the program director and work study coordinator, several possible job stations were selected and an interview was scheduled. Carol decided that she was not interested in this work site. Next she visited a child care program where she became very fearful and refused to go without the work-study coordinator.

By this time it was necessary to enlist the assistance of adult services. Carol was taken to the Comprehensive Program for the Deaf where it was decided after several conferences that she would begin evaluation in July following a graduation trip to Chicago to visit her aunt. In late June when the work-study coordinator checked on the exact start date so that she could begin travel training, Ms. Flick informed her that Carol was staying in Chicago for most of the summer. CPD was rescheduled for September. After another call in August, Ms. Flick indicated that Carol was afraid to go to CPD and would stay home for a while.

A combination of an overprotective mother, the comfort of S.S.I., a nonaggressive BVR counselor, and a fearful client prevented a successful placement. Follow-up will continue on Carol for 5 years, and each year she will be encouraged to enter the world of work.

THE INDIVIDUALIZED TRANSITION PLANNING AND RECORD SHEET

The Individualized Transition Planning and Record Sheet (ITP Record Sheet) is a tool that can be used to plan a student's high school years and transition to adult life. Jointly developed by Project NETWORK staff and the Special Education and Industry Project directed by Dr. DeAnna Horstmeier, the ITP Record Sheet is a quick method to plan the last 4-5 years of a student's education and transition program.

The ITP Record Sheet can be used for assessing needs, tracking student progress, and guiding the "building" of a student's transition file. The ITP Record Sheet serves three major functions:

Transition planning record sheets are used to focus the process.

1. It can be used as a guide for developing goals and objectives for the IEP/ITP, IWRP, or the IHP.

2. It can be used as a record of transition service delivery over time.

3. It can be used as a way to assign specific responsibilities.

One important facet of information collection as it relates to the student is the need to standardize documentation collection. The establishment of a transition file and a specific transition coordinator for each student has proved to be a helpful strategy. As each adult service agency will require different information and many of the necessary decisions cannot be made without specific pieces of information, one file and one coordinator who maintains all transition-related material is time and cost effective.

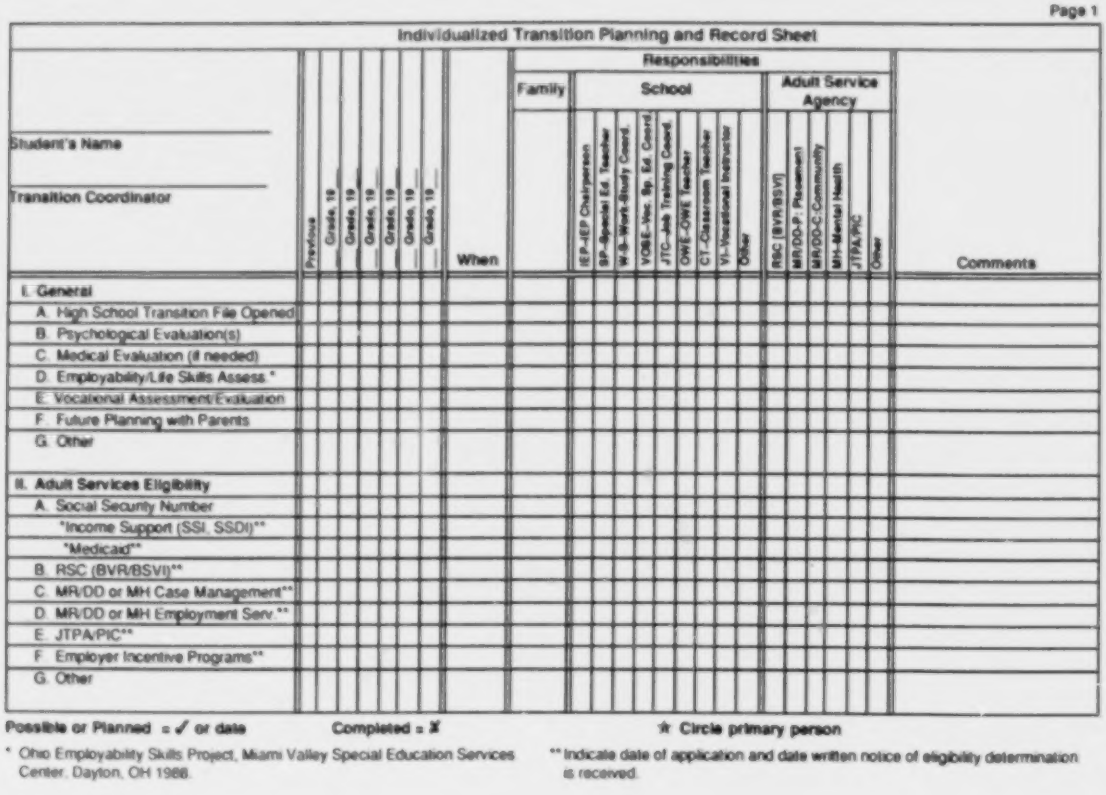
The ITP Record Sheet has been developed and field-tested to identify in one location all the components that may be necessary for an effective transition. This document enables the transition team members to know exactly where any one student is in his/her transition process and to plan accordingly to meet the transition goals set forth in the IEP, ITP, IWRP, and/or the IHP. The ITP Record Sheet can also be used as a checklist to make sure all the necessary information is included in a student's transition file.

Ideally the student, the family, school personnel, and participating agency staff can meet at the beginning of the student's high school years (ninth grade) to plan all 4 years. Then at the regular IEP meetings, the ITP Record Sheet is updated as outcomes of the previous year's activities and plans for the upcoming year's activities are discussed.

Highlights of the ITP Record Sheet will be discussed in the following section. Exhibit 3 represents a sample page from the ITP Record Sheet. A master of the entire ITP Record Sheet appears in appendix B for your duplication and use.

EXHIBIT 3

ITP RECORD SHEET–SAMPLE PAGE (*reduced*)



Page 1

Individualized Transition Planning and Record Sheet

Student's Name

Transition Coordinator

	Previous	Grade, 19	Grade, 19	Grade, 19	Grade, 19	Grade, 19	When	Responsibilities: Family	School: IEP–IEP Chairperson	School: SP–Special Ed. Teacher	School: W-S–Work-Study Coord.	School: VOSE–Voc. Sp. Ed. Coord.	School: JTC–Job Training Coord.	School: OWE–OWE Teacher	School: CT–Classroom Teacher	School: VI–Vocational Instructor	School: Other	Adult Service Agency: RSC (BVR/BSVI)	Adult Service Agency: MR/DD-P: Placement	Adult Service Agency: MR/DD-C: Community	Adult Service Agency: MH–Mental Health	Adult Service Agency: JTPA/PIC	Adult Service Agency: Other	Comments
I. General																							
A. High School Transition File Opened																							
B. Psychological Evaluation(s)																							
C. Medical Evaluation (if needed)																							
D. Employability/Life Skills Assess.*																							
E. Vocational Assessment/Evaluation																							
F. Future Planning with Parents																							
G. Other																							
II. Adult Services Eligibility																							
A. Social Security Number																							
*Income Support (SSI, SSDI)**																							
*Medicaid**																							
B. RSC (BVR/BSVI)**																							
C. MR/DD or MH Case Management**																							
D. MR/DD or MH Employment Serv.**																							
E. JTPA/PIC**																							
F. Employer Incentive Programs**																							
G. Other																							

Possible or Planned = ✓ or date **Completed = ✗** **☆ Circle primary person**

* Ohio Employability Skills Project, Miami Valley Special Education Services Center, Dayton, OH 1988.

** Indicate date of application and date written notice of eligibility determination is received.

At the top of the sheet are spaces for six grade levels. Given the Project NETWORK experiences, with Tom's case study in point, many school districts choose to extend the secondary education program for 1 or 2 years. Simply fill in the grade and/or the years the transition planning will occur for a given student.

The next heading entitled "WHEN" provides an opportunity for the IEP/ITP team to indicate the time the specific activity will occur. The individual accepting responsibility for

overseeing the implementation of each activity, indicated in the left margin, is checked under the appropriate column of the "RESPONSIBILITIES" section. Note that family members, as well as school and adult service agency personnel, are all potential participants of the IEP/ITP planning process. The specific job titles are only provided on page 1 of the ITP record sheet. On pages 2-5, a "WHO" column is provided for adding the specific person's name or job title.

Initially the activities of each member of the transition team can be recorded on the ITP Record Sheet or the IEP plan. In a more complex case where parents, agency personnel, and school personnel have assumed responsibilities that must be carefully coordinated, an additional tracking form may be completed to clarify specific responsibilities. Copies of several such forms are included in appendix B for your use.

The final "COMMENTS" column provides an opportunity to comment on a specific approach that will be used to implement a given activity or to record the outcome of an activity. As activities are planned, it is recommended that the transition coordinator check the date that the activity will be initiated. As activities are completed, simply cross the original check. This is illustrated on the bottom of each page.

I. General

Once the transition coordinator has been determined and recorded in the top left corner of page 1, he or she can open the transition file.

Page 1

Individualized Transition Planning and Record Sheet

	Previous	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	When	Responsibilities: Family	School: IEP–IEP Chairperson	School: SP–Special Ed. Teacher	School: W-B–Work-Study Coord.	School: VOSE–Voc. Sp. Ed. Coord.	School: JTC–Job Training Coord.	School: OWE–OWE Teacher	School: CT–Classroom Teacher	School: VI–Vocational Instructor	School: Other	Adult Service Agency: RSC (BVR/BSVI)	Adult Service Agency: MR/DD-P: Placement	Adult Service Agency: MR/DD-C: Community	Adult Service Agency: MH–Mental Health	Adult Service Agency: JTPA/PIC	Adult Service Agency: Other	Comments
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C. Medical Evaluation (if needed)																										
D. Employability/Life Skills Assess.*																										
E. Vocational Assessment/Evaluation																										
F. Future Planning with Parents																										
G. Other																										

A. High School Transition File Opened. The first information the transition coordinator needs to collect is the assessment information. Current evaluation data are needed to plan appropriate activities, set timelines, and/or make referrals to adult service agencies. Some of the basic evaluation data that the transition coordinator should plan to collect follow.

B. Psychological Evaluation. The psychological evaluation must be completed every 3 years for each student with a disability on an IEP. As students enter their teenage years, ask the psychologist to begin to assess the student's ability to plan and implement a realistic career plan. Is the student planning for the future? What educational and community environments and activities can the psychologist suggest to assist the student in developing a positive work personality?

If the student will be referred to RSC, the psychological evaluation should be completed the same year as the referral to RSC. Students with severe disabilities who will require job coaching for successful summer work experiences, should be referred to RSC no later than the sophomore year. If possible, have one school psychologist licensed to provide a DSM-III code so eligibility for RSC services can be expedited with ease.

C. Medical Evaluations (if needed). Some students with health impairments may need a medical evaluation to determine if they have the stamina and strength to gain employment at certain work sites. Be sure to ask the doctor if there are physical reasons to avoid certain work environments.

D. Employability/Life Skills Assessment (ELSA). Since we all know that youth lose jobs due to poor employability skills, it is critical to ensure that youth gain the skills necessary to survive on the job. As determined by the Employability Skills Project (ESP) funded by the Ohio Department of Education, Division of Special Education (1988), the critical employability skills are listed on the assessment instrument.

Early development of employability skills helps to ease transition.

The ELSA can be used to gain information about the students level of employability on the 24 different employability skills. Skills that need attention can be targeted for remediation. Parents and teachers can work together to implement behavior management programs to develop the critical skills necessary to become reliable and valued employees. A copy of ELSA is included in appendix B for your use. For instructional activities that can be infused into all subjects, obtain the Employability Skills Project Manual from your local SERRC Center (see appendix C.)

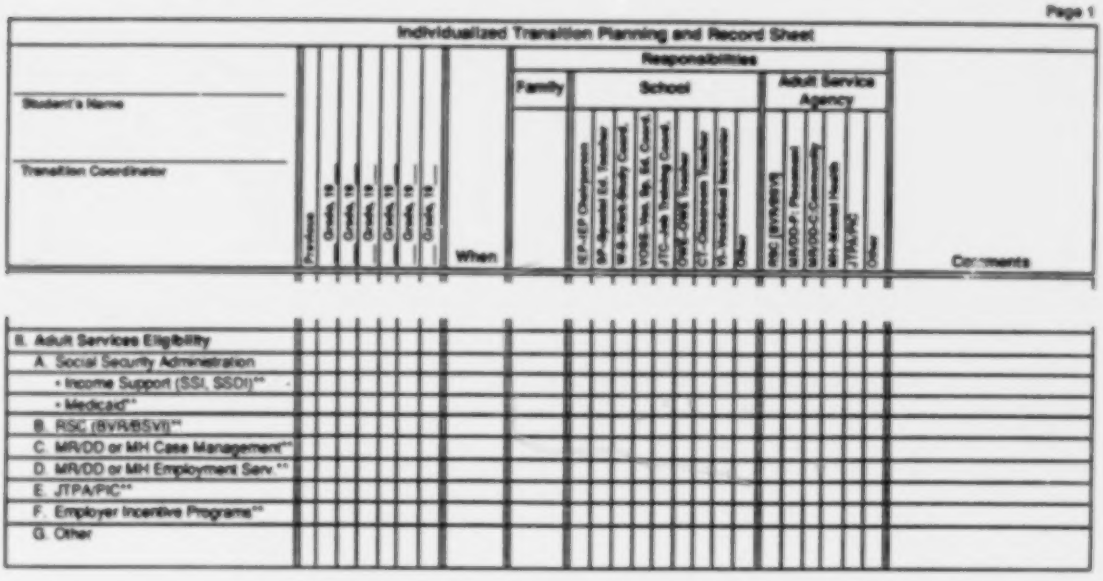
E. Vocational Assessment/Evaluation. Although the vocational assessment process needs to be ongoing to ensure that all work experiences are assessed in terms of both employability-skill and job-skill performance, a basic assessment of a student's interests, abilities, aptitudes, learning styles, and special needs is an important component of the transition file.

F. Interview with Parents. Before the transition coordinator makes any firm decisions about the student, it is essential that he or she meets with the parents, preferably in the home, finds out what the parent's goals are for their child and finds out what jobs the student has around the house for example, does the student select his/her own clothes, maintain his/her own belongings, etc?, does the student have friends in the neighborhood, and dreams of his or her own? The coordinator should also try and build a positive image of the student's strengths and assets.

II. Adult Service Eligibility

The second section of the ITP Record Sheet focuses on maintaining a record of eligibility for adult services. Each of the agencies listed in the Adult Service Eligibility section of the ITP Record Sheet are described in section 4, Agency Personnel and Employer's Roles and Responsibilities. The purpose, services provided, eligibility criteria, and organizational structure are provided for the agencies as well. Also the local offices and service areas of each organization are provided in appendix C.

Once the IEP/ITP team members understand which agencies will have a significant role in a student's transition, the date of application and the date written notice of eligibility determination is received should be recorded in the "when" column (see below).



Page 1

Individualized Transition Planning and Record Sheet

Student's Name

Transition Coordinator

Responsibilities

Family | School | Adult Service Agency

Preplace | Grade, 19__ | Grade, 19__ | Grade, 19__ | Grade, 19__ | Grade, 19__ | Grade, 19__ | When | Comments

II. Adult Services Eligibility
A. Social Security Administration
• Income Support (SSI, SSDI)**
• Medicaid**
B. RSC (BVR/BSVI)**
C. MR/DD or MH Case Management**
D. MR/DD or MH Employment Serv.**
E. JTPA/PIC**
F. Employer Incentive Programs**
G. Other

Following are suggestions for the services that may be obtained from each agency.

A. Social Security Administration (SSA). SSA coordinates several programs that are relevant to the student in transition. In order to access any of the programs listed below, students must have a social security number. If a student needs a social security number, be sure that he or she (with assistance from a family member or school personnel, if necessary) fills out the social security application form and brings this application and two pieces of identification (a birth certificate, a baptismal record, and/or a school record with a current address) to the local SSA office.

- Social Security Income (SSI). SSI is a program that makes monthly payments to people with disabilities who are in financial need. Work credits are not needed for SSI benefits, but there are limits on assets and income for people to be eligible for SSI.

- Social Security Disability Income (SSDI). Some persons with disabilities who receive SSI may also be eligible for SSDI. However, the amount of their SSI checks will be lower.

  SSDI provides benefits to workers whose disability prevents him or her from working for a year or more or that is expected to result in death. Certain members of the family of a person who is disabled include--

  the unmarried son or daughter disabled before the age of 22 (benefits may start as early as age 18), and

  the unmarried son or daughter who is under 18 and is in high school fulltime.

- Medicare/Medicaid. This agency is administered by the SSA. Here you can apply for Medicare and find answers to your questions about the programs. This support service offers both a hospital insurance program and a medical insurance program for which persons receiving benefits from SSA can enroll in and pay a monthly premium.

- Plan to Achieve Self-Support (PASS). The PASS program is designed for persons receiving SSI and who desire to become independent. The PASS program can be used to save money to purchase a variety of aids and/or services such as cars, adaptive equipment, job coach services, apartment furniture, or a home.

  The following case study provides an example of how the PASS program was used to purchase a car by a young man with multiple handicaps. The actual PASS forms completed for James can be found in appendix G.

CASE STUDY

CASE STUDY: JAMES PURCHASES A CAR VIA THE PASS PROGRAM

James is a young man with multiple handicaps who was enrolled in the building and apartment maintenance class at an area vocational school. James did well in his program and was placed on the janitorial crew at the Joint Vocational School. The vocational special education coordinator scheduled an ITP meeting during James' junior year inviting James, his parents, his vocational instructor, and the local RSC counselor. Approximately 2 months after graduation, James was laid off from his job.

Because James lived in a rural area, transportation was a barrier to employment. He had gotten his driver's license, but there was not a car available for him to drive nor could his parents drive him the 40 miles to the closest city with job opportunities. James' case manager at the job placement agency coordinated a PASS program for James. Exhibit 4 includes the four-page PASS referral form that was sent to the local SSA office with a transmittal memo (see exhibit 5).

James' PASS program was approved. The amount that James puts into his PASS savings account is deducted from his earnings. Therefore, his SSI check is maintained during the PASS program period.

James was placed in competitive employment approximately 6 months following his high school graduation. He is now working fulltime as a housekeeping attendant at a hotel, making $5.00 an hour with full benefits, and using the car he bought with his PASS savings.

B. RSC (BVR/BSVI). The purpose, services, and eligibility criteria are described in section 4. A referral to RSC should be made by the junior year for any youth who will need assistance beyond that which the school district can provide. It should be indicated on the ITP Record Sheet when and who will complete the referral form for RSC.

C. MR/DD or MH Case Management. Most local MR/DD or MH agencies provide case management services to provide training or oversee the development of independent living skills such as maintaining an apartment, budgeting, and leisure activities. If a student is in need of any of these skills, complete the referral information to gain case management services. Call to determine the waiting list for services in your county. In some areas of Ohio, the waiting list is over 2 years long for specific services.

EXHIBIT 4

PLAN TO ACHIEVE SELF-SUPPORT

IDENTIFICATION OF THE APPLICANT/RECIPIENT OF SSI:

Name: James Harris Social Security Number: _____

Birthdate: _____ Sex: _____ Telephone: _____

Mailing Address: _____

_____ Zip: _____

VOCATIONAL ASPECTS OF THE PLAN:

I intend to achieve self-support, or reduced dependency on SSI payments, by attaining gainful employment in the following manner:

Occupational Objective: Secure and maintain employment in the housekeeping field.

Explanation: Work with Career Industries to obtain employment, complete job seeking skills and look for a job. Once I obtain the job, I will cooperate with the employment job trainer so I can learn the job and be successful.

Summary of the steps necessary to achieve the occupational objective:

(1) Learn job through OJT (2) Cooperate with the job trainer

(3) Work scheduled hours (4) Provide supported employment services

Explanation of each step:

(1) BVR will provide the employer with on-the-job training funds so that James can learn his job. An OJT will be done due to James' difficulties with work schedules and peers on the job.

(2) Career Industries will provide a job trainer for James to learn the job. The job trainer will provide one-on-one job training. James will learn to pace himself on the job.

EXHIBIT 4—*Continued*

(3) James will work the hours his employer schedules him to work. James will not malinger but keep his work speed so he can complete his tasks in the allotted amount of time.

(4) James will need life-long support on the job. This training intervention will be provided for James by Career Industries under the supported employment program.

Explanation of each expenditure:

(1) The on-the-job training will be provided to James' employer. This incentive will be used to entice the employer into hiring James and also working with James through his initial difficulties on the job.

(2) James will receive one-on-one training via a job trainer. The job trainer will be paid for through an RSC establishment grant to Career Industries. The trainer will ensure that James learns how to do his job correctly and provide support to him so that he remains employed.

(3) James will work scheduled hours. James will be at work on time and leave work on time. James will not do extra projects without the projects being requested by James' immediate supervisor.

(4) Continuous support services will be provided by Career Industries. This support will fall under the category of supported employment.

Verification of Expenditures:

Method of retaining receipts, invoices and similar documents:

The PASS savings account will be a record of the savings James has toward the car. Also, when the car is purchased, the bill of sale will be a record of the purchase price and the car payment book will be a record of the car payments.

LIFE OF THE PLAN:

The plan will begin: January 16, 1989

The plan will end: January 16, 1990

An extension of 18 months is anticipated. (If applicable) a written request for the extension will be submitted to SSA prior to the end of the approved life of this plan. The extension will be requested to make the car payments.

SAVINGS AND DISBURSEMENTS OF THE PLAN:

Summary of Savings

	Purpose	Frequency/Date	Amount
(1)	Deposit money into PASS Account	monthly on or about the 16th of the month.	$200.00
(2)			
(3)			
		TOTAL	$2400.00

Explanation of Savings: The account will be utilized to put a down payment on a car for James. This car will be one that is in good working condition and not in need of constant repairs.

The savings will be conserved in account # _____ at the Banc Ohio of _____, Ohio .

Personal funds will not be deposited in this account.

EXHIBIT 4--*Continued*

Summary of Expenditures

	Purpose	Frequency/Date	Amount
(1)	Down payment on a car	January, 1990	$2400.00
(2)	Car payments	Date and frequency to be determined when James purchases the car.	To be determined
(3)			
		TOTAL	$2400.00

EXHIBIT 5

MEMO TO SSA FOR PASS PROGRAM REQUESTS (sample)

DATE: March 27, 1989

TO: Social Security Office

FROM: Carol Smith, Director, Employment Industries

SUBJECT: PLAN TO ACHIEVE SELF SUPPORT (PASS) for James Harris

Enclosed, please find a PASS for James Harris. This plan has been developed so that he can be independent and support himself. Currently James' mode of transportation is a car that does not always work and requires many repairs. He has spent $413.27 in repairs over two (2) months and there is no indication that this is the final amount of his repairs.

James will need support to stay with his employment. This will be provided by career Industries. The supportive employment services will provide James with the needed assistance to remain employed after his case is closed by the Bureau of Vocational Rehabilitation (BVR).

James has been involved for several years with Social Services agencies to assist him with becoming an independent. The agencies he has been involved in are Mental Health System, Bureau of Vocational Rehabilitation (BVR), and Employment Industries (Vocational Evaluation, Work Adjustment and Community Job Placement Services).

Questions or concerns regarding this PASS can be directed to Carol Smith, Director, Employment Industries, 22 S. Main Street, Outland, Ohio 55555, 614-555-1807. Any consideration that you can provide regarding the approval of PASS for James Harris would be greatly appreciated.

D. MR/DD or MH Employment Service. In some areas of Ohio employment and case management services are coordinated. In other areas, employment and case management services operate independently of one another and may require a separate application for services. Find out how your county MR/DD or MH agency operates and make the appropriate referrals. Explain how the system works to the student, his/her family members, and any other advocates as appropriate.

E. JTPA/PIC. The Job Training Partnership Act mandates that Private Industry Councils (PICs) provide employment and training services to persons at-risk of being unemployed. Approximately 10 percent of PIC funds must be designated for persons with disabilities. Many PIC programs fund the Summer Youth Employment Program (SYEP). There are several other employer incentive programs available through your local PIC. In fact, many PIC programs are now funding job coaches for schools' use. Check with your county PIC program to find ways to enhance the transition services provided.

F. Employer Incentive Programs. Many job placement programs operated by RSC, MR/DD, MH, and PIC offer special incentives to employers for hiring and training persons with disabilities. A few common programs are briefly described below. Check with your RSC counselor to match appropriate programs for students on your case load.

- The Targeted Jobs Tax Credit (TJTC)--is an elective federal income tax credit that can be applied to the wages that private employers pay to nine target groups of employees. The tax credit is 40 percent of the first year's wages (up to $6,000 per employee or $3,000 per summer youth). Contact your local RSC counselor for more information.

- RSC offers an on-the-job training program in which employers can be reimbursed for additional costs of training workers with disabilities. In order to use this program, an open BVR/BSVI case must be on record and the rehabilitation counselor must agree that this is an appropriate employer incentive.

- The PIC offers an on-the-job training reimbursement program in which the employer can be reimbursed for up to 50 percent of an eligible employee's wages for a period of up to six months during training. Contact your local PIC program to see if this program is offered in your county.

- The Association for Retarded Citizens (ARC), provides an employer incentive program, the National Employment & Training Program (NETP), in which the employer is reimbursed half of the entry wage for the first critical 160 hours of employment and one-fourth of the entry wage for the second 160 hours of employment. This reimbursement will be paid upon completion of training. For more information and/or an OJT application, contact The On-the-Job Training (OJT) Coordinator of the National Employment & Training Program at ARC, 2501 Avenue J, Arlington, TX 76006, (800) 433-5255.

G. Other. There may be other training and employment programs operated by other agencies in your community. For example, the Epilepsy Association and the Cerebral Palsy Association often provide special services to persons with these specific disabilities. Find out what services may be available locally for your students and then involve a representative from that agency on that student's IEP/ITP team.

III. Career Guidance and Work Training

This section of the ITP Record Sheet addresses the career guidance and training needs of the student. In this section the transition coordinator can plan for the development of employability skills assessed as needing improvement through the Employability Life Skills Assessment, (see appendix B). Instructional activities can be planned to develop appropriate job-seeking behaviors, to determine realistic career goals, and to select the vocational training program that will result in a successful transition.

| III. Career Guidance and Work Training | | |

B. Career Orientation. Career orientation incorporates both the awareness phase in which the "work personality" and "expectation that the student will go to work" are developed, as well as the exploration phase in which the student and the ITP team actively explore job possibilities through in-school and community-based experiences.

Transition involves planning effective career experiences.

- o Career Awareness: The ITP coordinator can plan units of instruction addressing why and where people work, how people are paid for work, and what a paycheck means as far as purchasing the things one needs and wants. The ITP coordinator can indicate "when" and "who" will help the student develop this awareness on the ITP Record Sheet. Any specific strategies to be used can be recorded in the comments section, as well as in section 8, High School Credits Necessary to Graduate.

- o Career Exploration: A series of job exploration activities should be incorporated into every youth's educational program. These activities can range from class field trips (where the types of jobs observed are analyzed in terms of skills and education required, working conditions, etc.) to job shadowing experiences, volunteer experiences, and actual jobs.

C. Vocational Training. Vocational training can be provided through a variety of service providers including (1) the area vocational schools, (2) supervised work-study experiences with on-the-job training agreements, and (3) specialized vocational training programs coordinated by the local PIC, MR/DD and/or rehabilitation facility programs. It is critical that the IEP/ITP team decide early in the students secondary program which of these options are best suited to the student's interests, abilities, and learning style. The case study on the next page entitled "Sam" illustrates how an appropriate vocational training program turned Sam from a poorly motivated, failing student into an A-B student with perfect attendance.

- o School-based training can be provided by the area vocational programs or the special education programs that coordinate both in-school and community-based work experiences. The appropriate program must be determined by the IEP/ITP team based on both formal vocational evaluation results and family and school personnel preferences.

- o Agency training opportunities will vary from community to community. Some local MR/DD programs and PIC programs offer a variety of work crews, enclaves,

and/or supervised work experiences that can be used to develop job skills.

D. Other. This section is for recording additional creative career guidance and work training activities delivered by any school, community or family member. For example, one work-study coordinator from a rural, depressed area of Ohio set up a summer contract between the parents and their 14-year-old son to receive pay for completing chores on the family farm. Be creative. Use your IEP/ITP team to brainstorm other ways to ensure that students make realistic career plans.

CASE STUDY

CASE STUDY: VOC ED MOTIVATED SAM TO TRY

During his freshman year, Sam missed 16 days of school and his grades were very poor. His report card summed it up with four Ds and two Cs and such comments as "neglected to complete or make-up work assignments" and "excessive number of absences."

In Sam's sophomore year, he actually earned one "B" in Metal shop. But he also received two Cs, two Ds, and one F grade. A teacher commented that he was "capable of doing better work." The IEP/ITP team knew that the work was within Sam's abilities. So, why had Sam turned off to school? The IEP/ITP team searched for answers.

The B that Sam received for Metal shop was the IEP/ITP team's first clue. They decided to try a vocational approach and enrolled Sam in vocational training. The vocational training program treated Sam like an employee. "I expect you to come to class every day. Treat this program like your job," the vocational instructor told his class. Sam was impressed with the "hands-on" approach that was used in his vocational class. In addition, he stayed in his class for three periods--he wasn't changing classes every 45 minutes like last year. He felt he could really get into his projects.

During the final quarter, Sam's grades said it all. He received three Bs, and two As. The special education supervisor commented, "I can't believe the attention that these kids have been giving to their vocational classes. I never would have thought Sam could raise his grades like he has. He's happier than he's been for years. He's coming to school sick because he doesn't want to miss his vocational class. His attendance and disposition toward school, as well as his self-esteem and self-confidence have improved. Sam is learning life skills and vocational skills."

Sam said it best when he commented, "Now I have a reason to come to school. I'm learning something that I know I can use. Before I didn't understand why I needed to learn all those fractions and writing skills. It just seemed so useless. Now I see how I'll be using those skills in my job. It just makes more sense!"

IV. Work Experience

This section of the ITP Record Sheet helps the IEP/ITP team plan and list all of the work experiences in which the student will and/or has participated. An educational program resulting in employment must incorporate a variety of work experiences beginning with in-school and volunteer jobs and ending with a final job that the youth can maintain after graduation or program completion. Employer evaluations and anecdotal records should be maintained in the transition file. The dates, work settings, and person responsible for securing and monitoring the placement can be indicated on the ITP Record Sheet.

IV. Work Experience				
A. In-School Jobs				
B. Community/Volunteer Experience (non-paid)				
C. Summer Jobs				
D. Competitive Work Experience (paid)				
E. Employment Placement				
F. Other				

Start with in-school jobs to assess the student's employability skills.

A. In-School Jobs. A variety of jobs can be assigned to students both in the classroom and throughout the school building. Most schools offer such jobs as receptionist, office helper, clerical worker, kitchen worker, teacher's aid, groundskeeper, janitor, cashier, bookkeeper, and/or stockperson in a school store. The basic employability skills can be developed and monitored best through in-school jobs. Be sure to specify hours, responsibilities, and the job supervisor who will complete weekly evaluations of the worker.

B. Community/Volunteer Experience (nonpaid). Once students have developed acceptable employability skills within the school environment, try placing the youth in a volunteer job in the community. Make sure specific hours, responsibilities, and an on-site supervisor are determined. Collect evaluation feedback on at least a monthly basis.

C. Summer Jobs. Valuable work skills can be learned through summer jobs. In addition, endurance and realistic work expectations can be developed through protective summer jobs. In most communities, school personnel can work cooperatively with the local PIC program to gain an

employer stipend to pay the youth. Most PIC programs are happy if school personnel locate a cooperative employer close to the youth's home and actually complete the job match. This will often result in a better job match for the youth as well as the employer. Work with your local PIC program to coordinate summer work experiences.

A variety of work experience is essential for students to assess community involvement.

D. Competitive Work Experience (paid). Some youth will be able to obtain their own paid jobs. Others will need assistance from school personnel or family members. Youth should be engaged in competitive employment by the final year of high school. If a student has not maintained a job up to this point, be sure to increase the involvement of adult service personnel.

E. Employment Placement. If steps A-D have been initiated and successfully completed over the high school program, then securing a final and permanent job should naturally follow. Most seniors should be placed no later than January of their senior year. School personnel must involve the family and adult service personnel to intercede if problems occur. If a placement cannot be maintained, extending the high school program for an additional year (at least) is recommended. This fifth year should utilize the services of job coaches and/or other support services as necessary to ensure a successful community-based placement.

F. Other. Work experience opportunities other than those presented above may be available for students. Any opportunity to gain work experience should be utilized to give students vital exposure to appropriate work behaviors and skills.

V. Employment-related Support

Many youth need support services to enter employment successfully. These services range from physical and/or occupational therapy to strengthen certain muscle groups so the student will be able to perform a given job task to intensive job coaching. Early in the ITP planning process the ITP team should discuss potential career clusters in relation to the types of support services that the student may require.

Services that the school can provide should be delivered with the goal of integrated employment in mind. For example, if a student is receiving speech therapy, the therapist may work on specific speech patterns in the context of greeting and talking with coworkers. Or the occupational therapist may want to strengthen upper arm strength so a student who uses crutches can pull himself up on to a bus so that he/she can use public transportation to get to work.

Services that the school cannot provide will have to be assumed by either the family or adult service personnel. It is important to analyze the type of employment-related support each student may need and arrange for its timely delivery.

V. Employment-Related Support Serv.										
A. Occupational/Physical Therapy										
B. Speech and Language										
C. Work Coordinator										
D. Job Coaching										
E. Transportation (to work)										
F. Other										

A. Occupational/Physical Therapy. If a student's employability can be enhanced by improved dexterity in either gross or fine motor tasks, gain the services of the school occupational therapist or physical therapist. Explain what the specific long-term employment goal is for your student. Describe the types of job tasks that the student will eventually perform. Assist the therapist to operationalize these goals and objectives into specific activities that he/she can incorporate into weekly occupational therapy or physical therapy sessions.

CASE STUDY

CASE STUDY: TOM GAINS SOME IMPORTANT RELATED SERVICES

Tom has a physical impairment that affects his balance and mobility. He uses a walker to get around the school building. When Tom's ITP team arranged for a job through the Summer Youth Employment Program, transportation became the major concern. Tom did not have the upper body strength to board a public bus without assistance. The ITP called upon the expertise of the school's physical therapist. After the situation was explained to her, the physical therapist agreed to work on Tom's upper body strength, mobility, and balance. She wrote the following goals and objectives for Tom's ITP.

Tom will improve his shoulder, trunk extension, and hip and leg muscle strength.

- Tom will be able to do 15 pushups.
- Tom will improve his standing posture. He will be 2 inches taller when standing with good posture.
- Tom will be able to stand free for 30 seconds without effort.
- Tom will be able to walk 10 steps without the walker.
- Tom will be able to board a public bus.

B. Speech and Language. Many students with disabilities have difficulty engaging in social conversation which many of us consider small talk. From greeting coworkers when you walk into the room to asking to join coworkers for lunch and then making appropriate small talk, these social skills must be taught and practiced. Asking the speech therapist to incorporate these skills into his/her weekly sessions may be one way to teach and reinforce these skills. Setting up situations that provide students the opportunity to practice these skills in the classroom during lunch, breaks, and each morning at arrival and each evening at dismissal is also essential.

C. Work Coordinator. The work coordinator assumes responsibility for developing the job site, completing the job analysis, coordinating on-the-job training by either training the student himself or arranging for a job coach or a work supervisor to train the student, and coordinating the follow-up. The first month at a job site the work coordinator should be in contact with the employer on a weekly basis if everything is going smoothly, and on

a daily basis if extensive training and/or support services are required. It is helpful if the work coordinator is intricately involved in the ITP planning process for several years in order to help plan other employment-related support services required.

A variety of related services may be needed in transition.

D. Job Coaching. A job coach (also referred to as a job trainer or an employment specialist) is a professional or possibly paraprofessional who provides individualized one-to-one assistance to the client in job placement, travel training, skill training at the job site, ongoing assessment, and long-term assessment. The job coach is expected to reduce his or her presence at the job site as the client becomes better adjusted and more independent on the job. Currently some school programs and many adult service agencies are providing trained job coaches to assist in the on-the-job training functions.

E. Transportation (to work). Transportation to work has been cited repeatedly as the major barrier to an effective school-to-work transition. The ITP team must address this concern in a systematic manner. In the case study of Tom, the ITP team attempted to develop the mobility of a young adult with a physical impairment through physical therapy. Other ITP teams have secured the services of cabs and/or taught students to ride public buses.

F. Other. There are many other employment-related support services that the IEP/ITP team may consider, for example, gaining the assistance of a rehabilitation engineer to develop jigs or other work site accommodations, or providing workshops at the employment site to assist supervisors and coworkers in gaining the awareness and supervisory skills necessary to assist the employee with a disability to become a fully integrated member of the work site.

VI. Future Issues (nonschool)

Some families are not ready to deal with future issues such as independent living, estate planning, and guardianship. Yet, it is the school's responsibility to make this information available so that family members can begin to plan for the future. For example, in many communities there are waiting lists up to 3 years long for semi-independent living arrangements. Although the family may not consider independent living a priority this year, they may have to take steps this year to make it available in 3 or 4 years.

| VI. Future Issues (non-school) | | |

person's assets exceed $1,500, he or she is not eligible for SSI nor medicaid. Setting up a trust or a will with terms that protect the child's assets without disqualifying him/her from necessary support services can be an important issue that school personnel should be prepared to discuss with family members. This matter may be best addressed by putting parents in contact with the Ohio Coalition or a knowledgeable legal counsel.

C. Guardianship Issues. A testamentary guardian is one who is court approved to be responsible for the care and custody of a minor child or adult with a disability and/or the management of their financial affairs when the parents are gone. The more specific parents can be concerning the quality of life issues of integrated employment and independent living situations, the more parents can rest assured that the guardian will carry out their wishes.

Another guardianship issue arises when the student becomes his own guardian at age 18. Most persons with disabilities are capable of being their own guardians. Some persons with severe disabilities may require their parents to become guardians for medical or financial affairs only.

D. Other. The ITP coordinator should ask the parents and team members if there are other "future issues" that should be addressed during the final transitioning years of high school. The ITP coordinator can indicate the issue on the ITP Record Sheet and determine who will seek answers and when the potential solutions will be shared with the ITP team for discussion.

CASE STUDY

CASE STUDY: FUTURE PLANNING FOR JAKE

Jake was 21 and graduating from school in a few months. He had been working fulltime as a dishwasher at a nursing home for almost 2 years. Pat, the transition coordinator, felt that Jake's transition would be easy since he was working and getting along really well with his coworkers.

At the ITP team meeting Jake and his parents, the MR/DD case manager, and Jake's employer all talked about how well Jake was doing on the job. The employer met the MR/DD case manager, and the ITP coordinator explained that the employer could call Mr. Jones, the MR/DD case manager if any problems arose.

When Pat reviewed the Future Issues section of the ITP Record Sheet, Jake's mom explained that she and Jake's dad were going to retire and move to their retirement home in the country about 3 hours away. Jake's mom explained that after

discussing this plan with Jake, he had decided to stay in town and keep his job. This would necessitate Jake getting a place of his own since they would be selling the family home.

Pat and the MR/DD case manager reviewed the independent living options available in their community. Jake did not want to live in a group home; he wanted to live in an apartment with a roommate. The MR/DD case manager explained that he would be able to stop by on a weekly basis to make sure that Jake was eating properly, cleaning up the apartment, and paying his bills. Since Jake could not afford an apartment on his own, everyone agreed that he should find a roommate.

The ITP team made some plans as to who would search for the apartment and a roommate and together they set up a tentative timetable. As they reviewed section 7, Functional Living Training, they discussed each independent living skill in terms of who would help Jake develop these skills to the best of his ability.

The ITP team followed up with their assigned tasks, and today Jake and his roommate are living independently in their own apartment.

Aspects of the ITP Record Sheet can be augmented by using the Individualized Transition Plan (ITP) form. This form offers space for more detailed planning information. Exhibit 6 illustrates the individual transition plan form used to plan Jake's transition to independent living. A master of this form is included in appendix B.

Exhibit 6

INDIVIDUALIZED TRANSITION PLAN

STUDENT NUMBER 14

STUDENT NAME Barnes (LAST) Jake (FIRST) (MIDDLE)

DATE OF BIRTH 2/4/66 **GRADE LEVEL** 12

PROPOSED GRADUATION DATE June 7, 1988

SCHOOL ITP COORDINATOR Pat Brown

ADULT ITP COORDINATOR Frank Kurtis

HOME SCHOOL Horton High School

VOCATIONAL SCHOOL A-OWE program

DATE OF MEETING 5/24/88

PROGRAM/JOB PLACEMENT Heavenly Rest Village

PROGRAM/JOB PLACEMENT Heavenly Rest Village

PARTICIPANTS	POSITION	PHONE
Pat Brown	A-OWE Teacher	
Frank Kurtis	MR/DD Case Manager	
Kevin Baker	Foodservice Director, Heavenly Rest Village	
Mrs. Barnes	Parent	
Jake Barnes	Student	

PARTICIPANTS	POSITION	PHONE

NATURE OF SPECIAL NEEDS AND/OR ACCOMMODATIONS

Jake will be working 40 hours per week at Heavenly Rest Village. Parents are moving out of town, but Jake is staying and moving into independent living. Jake needs ongoing supervision of independent living and money management skills. Transportation needs and other practical arrangements should be made according to the changed situation.

Team Goal: Jake shall remain a full-time employee at Heavenly Rest Village after graduation. He will move to a semi-independent living arrangement by mid-summer.

OBJECTIVE	ACTIVITIES	RESPONSIBLE PERSON(S)	TIMELINE	OUTCOME
1. To locate semi-independent living arrangements for Jake.	To find a room or an apt. where Jake can live independently but under supervision. -advertise in local papers -interview potential homeowners -if Jake gets his own apt., he & Mrs. Barnes will jointly furnish apt.	Pat Brown, A-OWE Teacher Frank Kurtis, MR/DD Case Manager Mrs. Barnes (parent)	During summer months	

OBJECTIVE	ACTIVITIES	RESPONSIBLE PERSON(S)	TIMELINE	OUTCOME
2. To arrange transportation from Jake's new residence to Heavenly Rest Village.	-Transportation arrangements and training. -If Jake lives on the bus line, MR/DD case management will help him obtain a key card. -Car pooling, potential option.	Pat Brown, A-OWE Teacher Mrs. Barnes, parent Frank Kurtis, MR/DD Case Manager Kevin Baker, Employer	After move to new residence.	
3. To supervise independent living, work and other daily living skills.	-MR/DD case management will ensure that Jake pays bills, has food, etc. -Will check in on Jake 1-2 times per week. -Will offer assistance in independent living arrangements and maintaining good living conditions.	Frank Kurtis, MR/DD Case Manager	Ongoing	
4. To teach Jake to wash/dry his own laundry and reinforce his grooming skills.	-Mrs. Barnes will teach Jake to do laundry at home, including use of washers and dryers. -Take Jake to a laundry and teach him how to use the laundry.	Mrs. Barnes Jake	Ongoing	
5. Jake will clean his room and/or his apartment once he moves in on his own.	-Case managers will follow up once Jake is on his own. -Case management will monitor these activities.	Frank Kurtis Jake	Ongoing	

OBJECTIVE	ACTIVITIES	RESPONSIBLE PERSON(S)	TIMELINE	OUTCOME
6. To coordinate Jake's meals.	-Jake will eat one meal (regular) with his regular shift. -Jake will purchase his breakfast at Heavenly Rest Village and will arrive 1/2 hour earlier to eat his breakfast at work. -Keven Baker will arrange the breakfast purchase at the work site.	Jake Frank Kurtis Kevin Baker	Starting 5/31/88	
7. To supervise Jake's financial matters, including paying all bills, budgeting and recreational activities.	-Case manager will explore phone and other utilities expenses and determine if there are any breaks or waivers. -Case manager will monitor Jake's money spending and how he pays his bills, etc., in an independent living situation.	Frank Kurtis	Ongoing	
8. Jake will enroll in Heavenly Rest Village group health plan.	-Kevin Baker will give Jake the plan and the necessary forms. -Jake will complete the forms assisted by Mrs. Barnes if needed.	Kevin Baker Jake Mrs. Barnes	June 88	
9. To determine eligibility and appropriateness of Medicaid program, in lieu of employees health plan program.	-MR/DD case manager will look into Medicaid program to see if Jake is eligible for these services. -Jake will apply for Medicaid if eligible.	Frank Kurtis	June 88	

VII. Functional Living Training

In addition to teaching the basic academic skills and career/vocational skills, it is also important for school personnel to ensure that youth exit high school with functional living skills so they can take care of their home and personal belongings, as well as participate in their community. Some of the functional living skills may need to be incorporated into the IEP as goals and objectives. Others may be taught in the home.

For example, the purchase, care, and preparation of food may be a yearlong course in a self-contained class for students with multiple disabilities. However, parents of children with mild disabilities may prefer to teach these skills at home. Whatever is decided, it is important that the person assuming primary responsibility for instruction for each functional living skill be noted on the ITP Record Sheet.

As the IEP/ITP team discusses each area of functional living skills, it may be helpful to decide in which course the skill will be taught. For example self-care may be taught in a health or science course. Safety may be taught in a vocational course and/or physical education course. Since school personnel must make maximum use of the instructional time available during the school day, it is important to coordinate which skills and content will be taught in which courses.

| VII. Functional Living Training | | |

| | | |

D. Social Skills. Many of the social skills that are important to young adults involved in the transition process are summarized on the Employability Life Skills Assessment. Employees are expected to control their emotions, exhibit socially responsible behavior, and communicate effectively. This area of the ITP Record Sheet can be used to highlight and target specific social skills that must be developed in order for the youth to become a dependable member of the work force. A behavior management program may be implemented to monitor appropriate social skills across the school, work, and home settings. This program will require that teachers, work site supervisors, and parents be involved in monitoring the students/employees social behaviors.

E. Interaction Opportunities. Many students with disabilities have not had the opportunity to interact in mainstreamed settings. Yet effective transition plans often include a goal of integrated employment. Students with disabilities may not be comfortable in integrated settings unless they have experience in such settings. Participating in a band or on an athletic team can be some of the best experiences a teenager may recall about his or her high school years. A disability does not prevent participation, but poor attitudes, inappropriate behaviors, and/or outdated policies may create barriers. Discuss the type of interaction opportunities that are available in your school and community and find out what really interests the student. Developing these interests will not only help the student develop social skills, but all our lives will be enriched through an increased understanding of each individual's potential.

F. Other. Other functional living skills may need to be targeted. Use this space to specify other skills that may need planning and work.

VIII. High School Credits Necessary to Graduate

Page 5 of the ITP Record Sheet outlines the Ohio Department of Education's minimum course requirements that are necessary to graduate. Individual districts may exceed the state minimum requirements. After the IEP/ITP team have determined what career guidance, work experiences, employment-related support services, and functional living skills are necessary to assist the student transition to work and independent living, it is essential to match what needs to be done with the courses that are required to graduate.

For parents of students who are not seeking a high school diploma, but a certificate of completion, this page may not need to be completed. But if the IEP/ITP team decides that a high school diploma is the goal, then the high school curriculum must be planned so that the basic, necessary vocational, and functional living skills are incorporated into the IEP/ITP plan so that the student not only graduates, but has the skills to live, work, and play in the community.

	Previous	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	When	Name of Class	Possible Alternatives
VIII. High School Credits Necessary to Graduate										
A. English (3 units)										
B. Physical Education (1/2 unit)										
C. Health (1/2 unit)										
D. Math (2 units)										
E. Science (1 unit)										
F. Social Studies (2 units) • Amer. History (1/2 unit) • Amer. government (1/2 unit)										
G. Electives (9 units) • Vocational (possible second major) • Other										

A. English (3 units). Three units of English are required during high school. Since English courses deal with written and verbal communication, an English course can encompass a variety of activities that assist the student to--

- o explore potential careers (interviewing and writing papers on careers the student is interested in exploring).
- o develop job-seeking behaviors such as completing job applications and interviewing skills.
- o develop communication skills so that students learn to take phone messages and use the telephone directory.
- o develop problem-solving skills so students learn how to analyze a problem and select a solution from a list of possible alternatives.
- o read common materials such as newspapers and magazines.
- o use reference materials such as a dictionary or the local community directory.
- o read recipes, home repair manuals, etc.

B. Physical Education (1/2 unit). One-half credit of physical education is required by the Ohio Department of Education. This course can be used to develop physical strength, social skills, and/or a sports and fitness awareness so the student understands the rationale and concept of "good physical health."

C. Health (1/2 unit). One-half credit of health is required. The student can gain an understanding of how a person maintains a healthy body through proper nutrition, disease prevention, and health care. Many school curricula provide family and sex education through the health course.

D. Math (2 units). The state requires two units of math. In addition to developing basic math skills through the use of a calculator, managing personal finances are essential skills that every person must develop. Activities such as understanding paycheck information such as deductions to paying taxes by completing Form 1040 can be incorporated into math classes. If students are enrolled in vocational courses or participate in work-study job sites, find out how the math teacher can reinforce and teach the essential math skills required in the student's selected occupational area of interest.

E. Science (1 unit). One unit of science is required by the Ohio Department of Education. Gaining an understanding of nutrition, disease control and prevention, reproduction, and family planning can all be incorporated into a science unit. Understanding current affairs such as space travel, oil shortages, and conservation practices may also be topics that students can incorporate into their future.

F. Social Studies (2 units). Two units of social studies are required that includes one-half unit of both American history and American government. Making students memorize the 50 states and their capitals is not a skill that one needs to be successful in life. When deciding what content is incorporated into these courses, keep the student's local community in mind. For example, understanding the voting procedures, why and how we pay taxes, and the types of services tax dollars provide within your local community will make more sense to your students.

G. Electives (9 units). The State of Ohio requires nine units of electives. A vocational course is recommended as an elective option. Through the Project NETWORK experience it has been demonstrated that youth who gain skills that result in paid employment, have more successful transition experiences as measured by months worked and wages earned. Many vocational programs are adding a 13th year and/or offering 1-year vocational programs so that youth can enter into a vocational program in their junior or senior year.

IX. Recommendations and Additional Support Services

The final page of the ITP Record Sheet provides for "recommendation" and "additional support services" to be completed during the final year of high school by the ITP team. This section can provide names and addresses of persons who can either provide a recommendation or additional support services. The transition coordinator should indicate whether the student is eligible for each of the adult services listed, and if an open case is on file. It may be helpful to simply staple the business card of the counselor or contact person associated with each agency listed.

For Additional Information/Recommendations, Contact:

Name	Address	Phone	Title

Mobility/Transportation Needs:

ADDITIONAL SUPPORT SERVICES: Student is eligible for/registered for services with the following adult support agencies:

Bureau of Vocational Rehabilitation
Eligible? ___ Yes ___ No
Regististered? ___ Yes ___ No
Contact: _____
Address: _____
Phone: _____

Ohio Bureau of Employment Services
Eligible? ___ Yes ___ No
Registered? ___ Yes ___ No
Contact: _____
Address: _____
Phone: _____

Private Industry Council
Eligible? ___ Yes ___ No
Regististered? ___ Yes ___ No
Contact: _____
Address: _____
Phone: _____

MR/DD
Eligible? ___ Yes ___ No
Registered? ___ Yes ___ No
Contact: _____
Address: _____
Phone: _____

SECTION III. INDIVIDUAL ROLES AND RESPONSIBILITIES

INTRODUCTION

In a successful transition process, certain responsibilities must be assumed and actions undertaken. A number of responsibilities are mandated by federal laws and state guidelines that clearly specify the person(s) responsible. Other activities are strongly recommended but must be assigned to a participant in the transition process. This section explains the roles and responsibilities that clearly belong to one person. Further, it clarifies those additional activities inherent in a successful transition process and makes suggestions about the assignment of different tasks.

Roles and responsibilities vary widely from place to place.

Many of the roles are not clearly defined and vary widely from situation to situation. An understanding of the various roles to be filled is further complicated by the values and attitudes of each individual in the transition process regarding the employment and training of persons with disabilities.

Many school personnel have assumed the role of transition coordinator.

At some level (building, district, regional) one person needs to assume responsibility for the coordination of the transition process. This role, that of the transition coordinator, is vital to the success and effectiveness of the transition process. The title "transition coordinator" can apply to any one of the participants in an individual's transition process. The experience of the authors indicates that this role is sometimes filled by parents, but in an organized transition process is best filled by personnel from the school. Secondary personnel who might assume this role include the following:

- o IEP chairpersons
- o Special education teachers
- o Work-study coordinators
- o Vocational special education (VOSE) coordinators
- o Job training coordinators
- o Occupational work experience (OWE) teachers
- o Vocational instructors

The transition coordinator is the individual who interacts with each of the other transition players, who participates in the IEP process, and who oversees that there is continuity to the process. As a result, rather than devoting a section to the transition coordinator, his or her responsibilities are included herein as they relate to the other players in the transition effort.

THE STUDENT

The Student's Role

The student's role is often overlooked.

The student's role in the transition process is often overlooked. Although some students with severe disabilities cannot actively participate in the decision-making process, many decisions are made by parents and school personnel without any real input from the student whose life is affected by the decisions. The student must have a sense of ownership for the decisions if he/she is to feel invested in the process and the outcome. The student's role may include the following:

- Students should participate (to the extent they are capable) in IEP and transition meetings. Participation may include sharing personal goals, interests, and level of satisfaction with the process.

- Students should be encouraged to cooperate in activities designed to assess their abilities if the assessment is to be accurate and planning effective.

- Students should actively participate and cooperate in the education/training experiences designed by the team to prepare the student for work. This would include class participation as well as career exploration and work experience.

- Some students can save their IEP and transition teams a great deal of time by sharing information about problems encountered in school, in the community, and on the job.

- Students must also be active participants in problem resolution.

Clearly students should participate to the degree they are able and should be given the opportunity to voice their opinions about all phases of the transition process. Care should be taken to determine the student's areas of fear and how these might impact the transition process. For example, a student who is afraid of being ridiculed by coworkers should be given the opportunity to explore that fear and possible solutions to that problem. Types of fears often expressed by students include--

- fear of being ridiculed, ostracized, or teased for being different;
- fear of failure; and
- fear of the unknown.

The student must be given the opportunity to participate fully in those activities designed to prepare all students for the world of work. This includes vocational training, early career explorations and job tryouts, early job placements, and other age-appropriate integrated activities included as part of the preparation efforts.

Involve the student through a student contract.

One method for securing student participation in their own transition process has been implemented by the Great Oaks Transition to Work Project. Educators there have found that a contract with the student--clearly outlining the student's roles and responsibilities and signed by both the student and the parent/guardian--works well toward communicating the specific behaviors expected of the student. A sample of their contract follows in exhibit 7 (camera-ready masters of this exhibit are included in appendix B).

The Transition Coordinator's Role with the Student

The student must be the focus of any transition effort. In order for transition to meet the needs of the student, the student's needs must be assessed. In addition, the student's progress must be tracked throughout the transition process to be able to identify any change that is occurring or a change in needs--if such an effort is not maintained, worthless services may be rendered and necessary services may be inadvertently overlooked. It is the role of the transition coordinator to see that the student's needs are assessed, met, and the results and outcomes recorded.

Establish a transition file for each student.

Much of the information needed about the student may already be in the student's file. A technique that has been successfully demonstrated is the establishment of a "transition file" for each student. Although this may initially involve the replication of existing files, everything needed to aid in transition will be centrally located, and, at a glance, a transition coordinator can see what is missing and what is needed. Use of a transition file is discussed in section 2, Individualized Transition Planning.

As a transition coordinator, you should meet with the student regularly to gain an understanding of his or her interests, abilities, and special needs as they relate to work, recreation, and independent living. Observations of the student in classroom, at work, and in recreation settings are also valuable sources of information.

EXHIBIT 7

SAMPLE STUDENT CONTRACT

Transition to Work Participant's Responsibilities

1. The student will apply for a work permit as determined by current Ohio Labor Standards and Regulations.

2. The student will assume the responsibilities for transportation to and from work, a necessary skill for independent living. The parent/guardian will aid the transportation if deemed necessary.

3. The student will be punctual and maintain regular attendance at school and on the job.

4. The student will call his/her employer, job trainer (if applicable), and the high school office prior to absence.

5. The student will demonstrate appropriate dress, grooming, and behavior at school and on the job.

6. The student will report all working hours and earnings to the teacher and/or work-study coordinator, as required by the school district.

7. The student will be encouraged to open a savings account at a local bank and will maintain a weekly/monthly budget as part of the instructional program, as required by the school district.

8. The student will give the employer and work-study coordinator appropriate notice (at least two weeks) before terminating a job and will discuss the job-related problems before action is taken.

_____
Student signature

_____
Parent/Guardian signature

SOURCE: The Transition to Work Project, Ohio RSC, August 1988. Reprinted with permission.

By working on behalf of the student in an advocacy role, the transition coordinator must be committed to securing the resources necessary to maximize the student's potential. Often you will need to convince other service providers of the necessity of their agency's services to your student. Above all, it is your responsibility to build a rapport with the student and to develop a trustworthy relationship.

CASE STUDY

CASE STUDY: A TRANSITION COORDINATOR

Joe is a young man with developmental disabilities. Phillip Beck, the OWE Coordinator from Joe's school was selected as Joe's transition coordinator. Phillip taught Joe in his OWE class HE then located a job for Joe as a dishwasher in the kitchen of a retirement center. Phillip explained the local county board of MR/DD's case management program to Joe and his family. Not only did Phillip facilitate Joe's ITP meetings (including Joe, his parents, his employer, and personnel from the local MR/DD case management staff), Phillip also served as Joe's job coach as he learned how to perform his new job duties.

Even though Joe had graduated from high school, Phillip continued to stay involved. Phillip helped him locate an apartment that would permit him to live independently. Phillip helped him move in and even hooked up his television. Now more than 2 years after Joe's graduation Phillip continues to stay in touch with Joe.

Clearly Phillip's participation in Joe's life filled the vital roles of a teacher, a mentor and, above all, a friend. Joe is no longer a high school student, he is a man who lives and works in his community--his teacher and friend Phil made this possible.

THE PARENT(S)/GUARDIAN

The Parents' Role

Parents of children with disabilities have a legal responsibility to be involved in decision-making activities. Many are overwhelmed by the responsibility; still others are ardent activists on behalf of their child. The rationale for parental involvement in the transition process, in addition to the legal reasons, includes the following:

Parents can facilitate change.

- o Parents have a vested and, in the case of children with disabilities, a longer than average length of interest in positive outcomes for their children.
- o Parents know their children better than anyone else, thus they can serve as critical resources in the development and implementation of plans.
- o Parents can be extremely effective in maintaining continuity of training and of purpose.
- o Parents can act as another pair of eyes, ears, and hands during implementation and follow along stages.
- o Parents can act as system advocates, often facilitating changes professionals desire but are constrained to accomplish.
- o Parents can act as role models/teachers for their children, instilling positive learning that makes job success for their child more likely.
- o Parents can act as community supporters and messengers to the community about positive agency efforts.
- o Parents can act as service coordinators, thus ensuring more effective and positive results.
- o Parents as nurturers/caretakers provide support and encouragement that complement professional efforts. (Taylor 1986)

Parents are faced with significant challenges in raising any child to adulthood. Those challenges are often exacerbated if the child has a disability. Many parents will

grieve the loss of a "perfect" child, which is legitimate. Parents must be a part of their child's transition team to whatever extent they are willing.

Some parents will meekly accept the word of school and agency personnel and others will have very definitive ideas about the services they want for their son or daughter. Parents are entitled to seek second and third opinions on behalf of their children.

Parents and school personnel should agree on a common goal.

Many times the greatest conflict between school and agency personnel and parents is a difference in values. Parents may strongly adhere to a work ethic and expect their child with a disability to work while school personnel may determine that this same child could not handle competitive employment. On the other hand, the student may be fully capable of functioning in a competitive work environment and the parent(s) may be overly protective and will go so far as to undermine placement efforts.

Parents and Transition

In the past, parents have also had the responsibility for what we call transition. Parents have assisted their child in securing necessary services, seeking employment, and coordinating with school personnel. The limits of having parents serve as their child's transition coordinator are all related to the parent's knowledge of the field. Transition involves so many varied components that no parent could be expected to know about each of them. The role of parents in assisting the school-based transition coordinator cannot, however, be understated. Often the school personnel will know of providers of general services while the parent may be aware of providers of disability-specific services.

McDonnell, Wilcox, Boles and Bellamy (1983) point out that transition presents a complex set of issues to those responsible for service planning. The authors mention that at present there is no common mechanism yielding projections of the needs of high school graduates with special needs. "Parents," the authors claim, "are in a unique position to provide planners with such information" (p. 10) because (1) parents have been constant participants in the lives of their children and "have a perspective on life planning that is not matched by episodic personal contact" (p. 11), (2) they can be an important political force in securing necessary services for their offspring, and (3) they are indirectly consumers of transition services. It is the parents who must confront the painful results when transition efforts are unsuccessful, for example, disruption of home life and discouragement (Lundstrom 1988, p. 3).

Further, it must be remembered that in families with special needs youth, often (33 percent) more than one child has special needs and the parent(s) may have had previous negative experience with transition efforts.

As stated earlier, it is important to identify fears that students may have about assessment, training, placement, and life as a responsible adult. Similarly, the fears of parents can play very significant roles to the detriment of their son or daughter. In fact, in many cases the student's fears and those of the parents are the same:

- o Fear of their son or daughter being ridiculed, ostracized, or teased
- o Fear that the student will fail at the suggested endeavor
- o Fear that the child will never become self-supporting
- o Fear of the unknown
- o Fear of permanent loss of benefits (SSI/ Medicaid) if the student works

In determining student's fears, care must be taken to see how many of these fears are being perpetuated by the parent or are, in fact, the parents' fears being projected onto the student.

CASE STUDY

CASE STUDY: PARENT INVOLVEMENT IN TRANSITION

Tricia is an attractive high school student who was placed in her first job by the transition coordinator. Her manager, aware of Tricia's somewhat limited abilities, was successful in making Tricia feel a part of the team. Tricia responded beautifully and was further motivated by her weekly paycheck. When management changes occurred, the new manager, concerned about the profit margin, cut the hours of his staff, leaving Tricia with less than 10 hours of work each week.

Soon after her hours were cut Tricia became frustrated with work and, on the advice of her parents, she quit her job 2 weeks after her high school graduation. On a tip from the high school transition coordinator and with help from her mother, Mrs. Baker, Tricia obtained a job as a housekeeper in a nursing home.

Mrs. Baker decided that she could help Tricia herself by being the job coach. After the first week, Mrs. Baker determined that Tricia could not handle the job at the nursing home and she did not feel that the coworkers were being friendly or helpful to Tricia, so Mrs. Baker quit the job for Tricia.

The transition coordinator learned from Mrs. Baker that Tricia no longer desired to work, yet Tricia indicated that she did. As the transition coordinator probed further into the situation, it became apparent that other variables were operating. Tricia's mom, fearful of how her daughter would be treated on the job, had suggested that Tricia not work anymore and implied that she would be mistreated at work.

The transition coordinator was able to get Tricia to try working again, but his efforts were undermined by the mother's frequent assertions to Tricia that she would fail. Rather than risking failure, Tricia opted to get out of working in the only way she could figure out for herself: by having an accident.

After explaining the situation, the manager, the transition coordinator, and Tricia all agreed to let her try again, but Mrs. Baker refused to let Tricia return to work. Tricia's mother's fears had interfered with successful job placement.

The nature of the child's disability must also be considered as significant when interacting with parents:

- Was the child's disability easily recognizable at an early stage in the child's development? How early in the child's life was the condition diagnosed (i.e., how long have parents had to internalize and integrate this information?)

- Is the child's disability a "hidden" disability? Would the parent prefer that it remain hidden?

- Was the disabling condition brought about by an accident or trauma for which the parent might feel (directly or indirectly) personal blame?

Clearly, the list can go on and on. The examples given here are presented as a reminder of the very real heartache many parents have had to live through and the sensitivity practitioners must have for parents.

Transition coordinators must be sensitive to parent's needs.

Among families who don't attend IEPs there is an over-representation of families who are poor, those with limited parental education, nonwhite families, and those headed by single parents (Weberm and Stoneman 1986, p. 367). Citing Comer and Schraft (1980), Weberm and Stoneman claim that nonparticipation can often be traced to such factors as social and education distance from mainstream societal institutions, a need to focus on economic survival, and a psychological sense of being controlled by others (Lundstrom 1988).

The authors cannot stress enough the sensitivity transition planners must have for parents. Such simple things as providing rides to wherever the IEP meetings are being held; holding meetings at a site familiar to parents (other than the school); and not making assumptions (that parents can read, have a telephone, etc.) may make a significant difference in parental involvement.

CASE STUDY

CASE STUDY: PARENTAL INVOLVEMENT–JOE

Joe's parents were somewhat skeptical of community job placement for Joe but they agreed to support him.

They bought him an alarm clock, and taught him how to use it. His father drove him to work each morning since other transportation was not available. At first the employer dealt only with the transition coordinator, but after several months of seeing the father daily, Joe's supervisor felt comfortable mentioning one or two simple problems. The parents were able to solve the problems quickly.

After 6 months, the parents were solidly behind the job placement and saw Joe as a worker.

The Transition Coordinator's Role with Parents

As seen above, the transition coordinator's role often takes unforeseen twists and turns. When interacting with parents, the transition coordinator should be respectful of the parents and help the parents understand the importance of each step of the transition process. When parents are involved in the goal setting and planning, many misunderstandings can be avoided.

The transition coordinator is one of the primary conduits of information to the parent(s)/guardian. Many parents will be well-informed of their rights and responsibilities and others will require guidance and support. Parents need the following from school and agency professionals involved in their child's transition process:

Consistent and regular communication with parents is essential.

- o Professionals who are open, honest, and friendly.
- o Professionals who listen to what the parent has to say.
- o Professionals who respect the professionalism of the parents.
- o Professionals who, when they share their opinions, label them as such.
- o Professionals who don't overwhelm parents with "do's" and "should's," but who don't withhold information either.
- o Professionals, who when they have to deliver tough opinions and information, do so with respect to the feelings of the parents.
- o Professionals who withhold judgement, as much as possible, on how the parents handle their situation.
- o Professionals who are willing to take risks on behalf of the parents, if they believe the parents are taking the right course of action.
- o Professionals who are honest about the limits of their ability to support the parents.
- o Professionals, who when recommending a course of action, can give the parents leads to resources to get the job done.
- o Professionals who respect the parents when they agree with the ITP team, but who do not dismiss the parents as "emotional" when they do not agree. (Taylor 1986)

SCHOOL PERSONNEL

Introduction

The roles of school personnel in the transition process are underscored by a variety of laws that mandate transition and clarify the roles of these educators in the transition process. The five major pieces of legislation affecting the roles of educators (and clarifying the roles of others) are in appendix D.

The public education of all students in Ohio is under the jurisdiction of the Ohio Department of Education located in Columbus. The Ohio Department of Education, through the Division of Vocational and Career Education and the Division of Special Education, is actively involved in the development of vocational opportunities for all students with disabilities. The Department of Education standards are published in their *Rules for the Education of Handicapped Children* which clearly specifies the roles of school personnel in the transition process.

To fully understand the roles of those in transition, you need to look first at the Ohio Department of Education, Division of Career and Vocational Education's options for the vocational training of students with disabilities. If the IEP team narrows a student's placement choice to vocational education, four options exist for this placement.

EXHIBIT 8

VOCATIONAL TRAINING OPTIONS

- **Option 1–Regular Vocational Placement.** The least restrictive vocational placement is enrollment in the same courses and comparable work experiences as typical high school students. A student with a disability enrolled in such a program is no longer considered "handicapped" and IEPs are no longer required.

  The primary instructor in an Option 1 program would be the regular vocational educator. The VOSE coordinator would have minimum contact as there are no specific goals and objectives on the IEP for the vocational class. The special education teacher would be responsible for the student's academic course of study, and the work-study coordinator should be available to offer support as needed.

- **Option 2--Regular Vocational Placement with an Adjusted Program.** The next level on the continuum is enrollment in regular vocational education classes with adjustments as necessary so that the student can succeed. Examples of adjustment include easier-to-read instructional materials, different teaching techniques, shorter daily assignments, fewer skills to be learned simultaneously, longer time to complete courses, and technical assistance provided by special education specialists.

  The primary instructor in an Option 2 program would be the regular vocational education teacher. The VOSE coordinator would provide support and modification of curriculum and instructional materials as necessary. The special education teacher would be responsible for the student's academic course of study, and the work-study coordinator would provide indirect support (e.g., placement services).

- **Option 3--Regular Vocational Placement with Supplemental Aids and/or Supportive Personnel.** The third option provides certain handicapped students with the resources they need to be successful in the district's regular vocational program. Appropriate extras may include modified equipment or specially developed instructional materials along with hearing, visual, or mobility aids. Extra services may include remedial instruction with courses required for graduation, practice with oral or written language skills, speech and hearing therapy, specialized guidance and counseling, or special transportation arrangements. Specialized support personnel are usually needed for this option. Among these may be aids, attendants, readers, interpreters, guidance counselors, or job placement supervisors.

  For an Option 3 program the primary instructor would be the regular vocational instructor with intensive support from the VOSE coordinator (support for both vocational and academic courses of study). The special education teacher would be responsible for the student's academic course of study. The work-study coordinator would also be available in a supportive capacity along with the other specialized support personnel as listed above.

EXHIBIT 8--*continued*

- **Option 4--Specialized Vocational Education for the Handicapped.** The final option, and most diversified one, is specialized placement for students who possess such severe disabilities that the delivery of educational services needs to be partially or totally separated from the delivery of services for nonhandicapped and less severely handicapped students. Locations for specialized services range from separate classrooms in regular public schools to separate schools.

  For a limited number of older students with disabilities who cannot readily be absorbed in another educational environment, placement in a sheltered workshop may be an appropriate option. Since the option calls for the delivery of educational services in a setting apart from a school building, the placement rationale must be carefully outlined in the student's IEP. The work-study coordinator or school district representative should monitor the student's progress to ensure that services outlined on the IEP are being delivered. The student should be moved to a less restrictive and more educational environment when appropriate.

  Option 4 programs are broken into two basic programs: (1) in-school programs and (2) community-based programs. The in-school option would be staffed similar to an Option 3 vocational program (outlined above). The community-based program would use the Job Training Coordinator as the primary vocational instructor, providing community-based support, and the special education teacher providing related functional curriculum.

This system of four options is depicted also in figure 5.

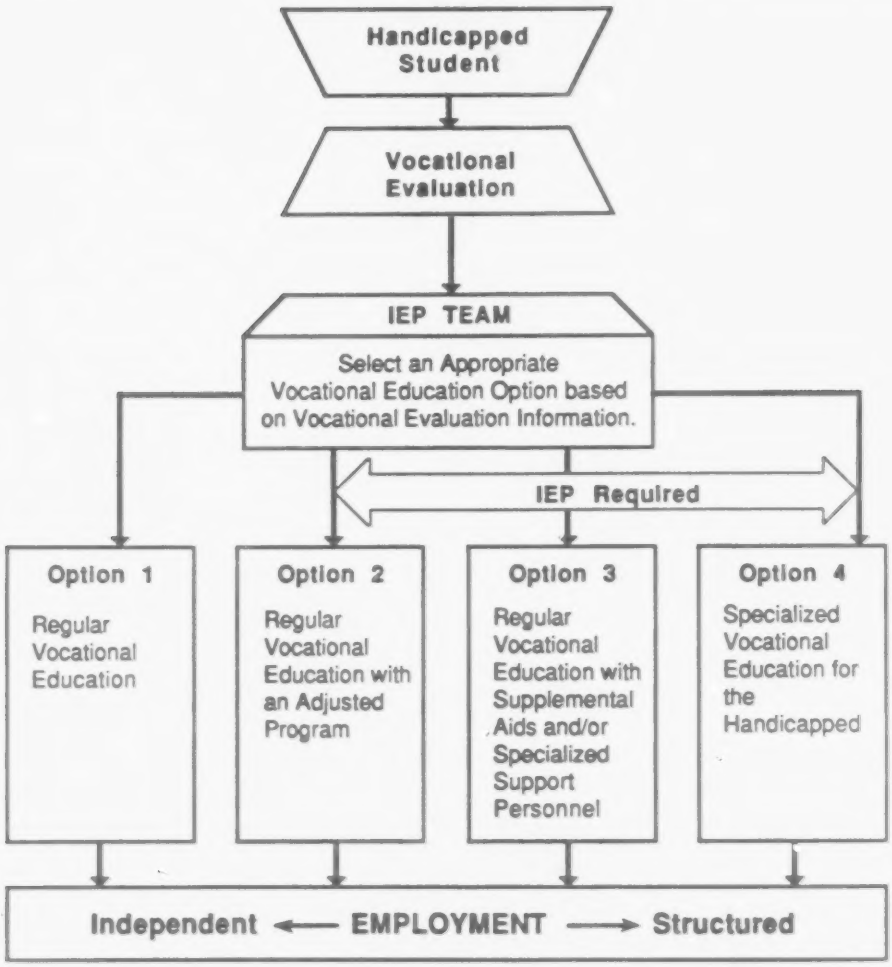

Handicapped Student
Vocational Evaluation
IEP TEAM
Select an Appropriate Vocational Education Option based on Vocational Evaluation Information.
IEP Required
Option 1
Regular Vocational Education
Option 2
Regular Vocational Education with an Adjusted Program
Option 3
Regular Vocational Education with Supplemental Aids and/or Specialized Support Personnel
Option 4
Specialized Vocational Education for the Handicapped
Independent ← EMPLOYMENT → Structured

FIGURE 5. Continuum of vocational placement options for students with disabilities.

The following segment of this handbook lists the responsibilities of each of the school personnel for school-to-work transition. It must be remembered, however, that it is the cooperation across disciplines and areas of expertise that ensures effective transition experiences for students with disabilities.

The Administrator's Role

It is the job of the school administrator to ensure that their school provides equal and appropriate opportunities for all of their student body. In addition to the more obvious education and training activities inherent in schooling, there is also a responsibility to ensure opportunities for integrated activities occurring within mainstream settings. Resources must be budgeted to ensure that these activities can take place.

Administrators must be aware of the areas of expertise their staff have and to avail themselves of this expertise when planning programs or program changes in areas outside the administrator's personal area of study. Staff must be treated as the experts they are (e.g., offering an inservice activity for all staff chaired by the special education and vocational education personnel on the topic of transition).

Administrators must ensure that education is relevant and meaningful.

Specific tasks inherent to the administrative role are mentioned in the Ohio Department of Education's *Rules for the Education of Handicapped Children*. For example, "when providing the least restrictive environment for a handicapped child, it is the responsibility of an agency representative such as the building principal or some other person designated by the superintendent to coordinate the planning between the special education and regular education teachers and to supervise the implementation [of written procedures developed]."

Administrators must ensure that the education program is relevant and meaningful to students who will live and work in the 21st century. Effective administrators improve the match between work force requirements and student preparation. The following initiatives have worked successfully:

- **Establish a business-special education advisory committee.** Pool the talents of various agency experts in planning, securing resources, and implementing an education-for-employment program.

- **Create opportunities for quality community-based career and work experience.** Opportunities are created through such activities as--
  --in-school employment experience prior to community-based experience;
  --partnerships with local industry; and
  --a flexible and accommodating bus schedule for community-based experience (e.g., field trips, career explorations, work experience).

- **Intervene when appropriate.** Intervention need not be direct. Appropriate intervention might include--
  --creation of a mentorship program,
  --creation of a local interagency task force on transition initiatives,
  --review of IEPs to ensure vocational and independent living goals are included and relevant to the student's interests and abilities, and
  --offer an additional 13th year of school with an employment emphasis.

- **Oversee the coordination of transition processes.** The administrator has ultimate responsibility for the success of transition initiatives, for example,

  --assignment of a transition coordinator for each student in that student's freshman year of high school;
  --notification of all IEP/ITP meeting participants;
  --documentation of timelines, activities, responsibilities, and outcomes;
  --improvement of programs based on follow-up data; and
  --assignment of reasonable case loads.

The IEP Chairperson's Role

According to the *Rules for the Education of Handicapped Children*, each school district "shall develop and implement written procedures which require that the decision to place a child into a special education program is made by a group of persons. Such persons must be knowledgeable about the child, the meaning of the evaluation data, and the placement options."

The IEP process is person-centered. Unfortunately, countless meetings are held without any family or student input. Each student is assigned the same goals and objectives and the actual IEP meeting becomes nothing more than a signoff formality, not a planning meeting as it should be. A transition-focused IEP process does not look at which classes are available to "plug" the student into. The IEP chairperson must ensure consideration of the student's background, interests, and abilities, as well as the student's goals and desires. The word "individualized" must not be forgotten when planning. Planning meetings must involve the family and student BEFORE the IEP/ITP is written.

In addition to goals and objectives centered on reading, spelling, and computing basic math equations, goals must incorporate functional and applied academic skills. These skills are imperative to gaining and maintaining employment and participation in community life. The primary role of the IEP chairperson is to ensure balance between daily living skills (e.g., money management), vocational skills (e.g., occupationally-specific skills), and applied academic skills (e.g., those academic skills necessary for successful acquisition of the vocational and daily living skills).

The school environment of special education students must change as the student moves from elementary to secondary programs. Whereas a special education classroom with occasional field trips may be appropriate for elementary school

The IEP chairperson must ensure a balance among academic, functional, and vocational skills.

students, secondary programming should be delivered in a vocational and/or community-based setting. With goals of mainstreamed employment and community life, the instructional program must be delivered, as much as possible, in the mainstream environment.

The following practices have been implemented by successful IEP chairpersons:

- **Focus on the student's abilities, not deficits.** Too often planning processes are based on constant "rehashing" of the student's limits and fail to mention the student's capacities. This indirect attitude of low expectations impact the student and the student's family.

- **Involve the student and family before writing the IEP objectives.** The student and family must feel a sense of ownership for the goals and objectives set forth in the IEP before they can be expected to wholeheartedly participate in meeting the goals.

- **Include transition objectives on the IEP.** If transition objectives are not included in elementary school, valuable time is lost in preparing a potentially capable worker for the work place. High school objectives then build on the goals already met.

- **Create a positive profile of the student and include it in the student's records.** A student profile should focus on the student's background, major accomplishments, personal preferences, and short- and long-term goals and desires. This profile focuses on the positive and does not include traditional assessment data, negative labels, below average performance results, and productivity measures obtained from standardized testing instruments.

- **Be innovative and creative.** Use an interactive planning process that permits planners the opportunity to invent and experiment with new courses of action.

- **Coordinate around the student's needs.** Services should be student-centered rather than program-centered or centered to the needs of the staff.

- **Balance the IEP/ITP goals and objectives.** Goals must be balanced to include daily living skills, vocational skills, and applied academic skills.

- **Schedule meetings regularly.** Meetings must be scheduled with regularity to monitor progress and to make necessary adjustments to the plan.

- **Announce planning meetings with advance notice.** The complaint most often voiced by parents and agency personnel is not being notified with enough time to permit attendance at the meetings. Four to six weeks notice is recommended.

- **Use an organized method of transition planning and record keeping.** The authors have developed a unique planning sheet for recording transition objectives. This Individualized Transition Panning and Record Sheet is included in section 4 of this handbook.

CASE STUDY

The way we describe a person can influence the outcome.

CASE STUDY: RECORDS ABOUT A STUDENT–GEORGE

George's records paint a potentially accurate but very limited picture of him:

- A person with a mental age of 4 years, 3 months
- A person with an IQ of less than 30
- A person who is severally mentally retarded
- A person who has "an indication of organicity, including difficulty with angles, closure, retrogression, oversimplification, and an inability to improve poorly executed drawings"
- A person with acute temper flare-ups directed at staff
- A severely disabled person

George's records indicate that he needs the following:

- A program for children
- To be protected from the world
- To learn very simple tasks and competencies
- To learn these skills separately from other people because he is so different from other people
- Highly specialized staff who can address issues of retrogression, oversimplification, etc.

- An environment in which his temper can be controlled.

Fortunately, George met Joe, a patent attorney, who befriended him. As a result of his relationship with Joe, George's life took a new course. George got a job at E-Tech as a production line worker and learned to ride the city transit system across town to get to work. He also learned to dress more like an adult, tell time, and shop in a grocery store. Joe developed the following capacity perspective of George's life which led to a positive future.

SOURCE: Reprinted with permission from *It's Never Too Early It's Never Too Late* by Mount, B. and Zweinik, K., 1988, pp. 16-17.

The Special Education Teacher/Coordinator's Role

This individual is in a unique position to offer peer education about working with students who may have disabilities. This teacher must interact with other staff providing services to students with disabilities to ensure the appropriateness of the service or activity being provided. Further, the special education teacher may be able to offer necessary background information about students' strengths and can serve as an advocate within the school for students with disabilities.

The Ohio Department of Education's *Rules for the Education of Handicapped Children* specifies the type of educational program to be made available to students with disabilities.

An educational program should provide skills leading to independence.

- Designed to provide skills leading to independence as an adult on the basis of the evaluation of each child.
- Developmentally sequential.
- Designed to provide objectives leading to one or more occupational skills.
- Designed to provide training in modes of communication that are appropriate to the needs of the child, functional daily living skills, prevocational/vocational skills, adaptive behavior.

The ODE guidelines specified further that--

- the data from the multifactored evaluation of the child with a disability and the child's

IEP shall be available to and used by special education teachers in the development of the child's instructional program.

- o periodic written reports consistent with the reporting schedule of the school district or other educational agency of attendance shall be provided to the parent of the child with a handicap regarding the child's progress.

- o special education teachers shall have as a full-time teaching responsibility the instruction of children with disabilities. Special education teacher may be assigned to other non-instructional school responsibilities on the same basis as the general teaching staff.

In addition to state guidelines for the role of special education teachers, the Carl Perkins Act of 1984 suggests additional responsibilities. According to Hursh and Kerns (1988), "Although the form and content of these services [vocational evaluations as mandated by the Carl Perkins Act of 1984] are not specifically detailed in the legislation, guidelines indicate that this evaluation should at least consist of--

- o evaluation of vocational interest through structured interview, more formal interest surveys, and by observation of students by special educators using rating forms;

- o identification of abilities, aptitudes, skills, dexterity, and coordination by using tests and simulated work activities;

- o identification of learning style through classroom observation and additional formal evaluation." (p. 9).

The Work-Study Coordinator's Role

A work-study coordinator assists in the development and delivery of a continuum of services to meet the needs of students with disabilities. Such services may include prevocational experience, in-school work experience, community work experience, vocational education, job placement, and functioning as a liaison with service agencies in the community.

As specified by the Division of Special Education, The Ohio Department of Education, in *Rules for the Education of Handicapped Children* (1982), the services of a work-study coordinator include the following:

1. Assisting in the development and the delivery of a continuum of services to meet the needs of students which shall include, but not be limited to:

   (a) Prevocational services,
   (b) In-school experience,
   (c) Sheltered workshop,
   (d) Community work experience,
   (e) Vocational education,
   (f) Job placement.

2. Providing assistance in the placement and adjustment of handicapped students with disabilities within the continuum of services;

3. Facilitating the provision of occupational work evaluation of eligible students prior to enrollment in a vocational or community job placement;

Assisting students to find and maintain permanent jobs is the goal of the work-study programs.

4. Assuring that each child receives occupational work experience and/or prevocational instruction prior to placement in community jobs;

5. Locating and screening potential work placement stations within the community for students with disabilities;

6. Maintaining contact with and providing written work evaluation reports for all students in community-based employment;

7. Assisting students in the development of positive work behavior, attitudes, and money management skills; and

8. Interpreting work-study program needs, goals and purposes to school personnel, students, parents and community.

In addition the services of a work-study coordinator may also include:

- o Assisting classroom teachers in areas such as career awareness, vocational planning, and independent living;

- o Assisting classroom teachers in planning the curriculum as it relates to vocational/occupational instruction;

- o Functioning as a liaison between the work-study program and community agencies;

- Participating in the development of IEPs for those students involved in a work-study program.
  (pp. 93-94)

The rules above define the work-study coordinator's role in such a way that transition is thoroughly embedded in the job description. In meeting these guidelines, the work-study coordinator must be actively involved in the IEP/ITP planning process. This includes planning and coordinating the pre-vocational and vocational education experiences with assistance from parents, employers, agency personnel, and students.

The Job Training Coordinator's Role

Job training coordinators emphasize community-based training.

Current evidence from Vocational Education Planning Districts (VEPDs) shows that students with disabilities are gaining access to Ohio's vocational program through increased cooperation between vocational and special educators. Even with these efforts, there still exists a population of students for which the current vocational training designs are not appropriate to meet their individual needs. This population of students is unable to participate successfully in regular vocational education program even when adjusted programs and supplemental aids of specialized supportive personnel are available. It has been determined that this population requires a community-based training program to ensure appropriate generalization of skills for the specific job. Programming for this population requires specific analysis of the community job market in order to match the student job potential. It is for these students that the option 4 program has been created.

Implementation of an option 4 program requires a VEPD to:-

- provide pre-employment job specific skills through the current special education program.
- employ a vocational education job training coordinator to develop specific training for the identified students.
- secure the services of job coaches who provide the time-limited, job-specific training (a minimum of 1 job coach for each 1-2 students with disabilities).
- determine individual student's transportation to work sites.

In order to assist interested districts in developing this vocational training option, the Division of Vocational

and Career Education makes available unit funding for Job Training Coordinator Units. One vocational education unit may be granted to a VEPD for an option 4 Job Training Coordinator to provide the following services for 8-15 identified students with disabilities whose IEP states that this service is appropriate for them:

- o Establish contact with community employers to develop specific job training and placement sites.
- o Perform specific job analysis, task analysis, and job matching activities.
- o Develop linkages among other agencies to assure effective transition from school to work.
- o Provide job placement, work monitoring, and job adaptation for students.
- o Coordinate job coach activities.
- o Coordinator with the school-based training personnel on specific job training plans.
- o Provide assistance in the assessment of the vocational potential of identified students for placement in the program.
- o Assist in the development of the IEP and implementing specific vocational components of the IEP including job training and the development of specific plans for transition from school to work.
- o Act as a liaison with participating school districts regarding option 4 activities.
- o Assist special education personnel in developing more effective prevocational curriculum activities for participating students.

Transition Tips for Work Study and Job Training Coordinators. The Individualized Transition Planning and Record Sheet discussed in section 2 of this handbook is an excellent tool for the work-study and job training coordinators to use in determining appropriate time frames for tasks, assigning responsibility, and reporting outcomes to all participants. Some of the activities suggested by successful transition coordinators include the following:

Meet with parents early and regularly.

- **Meeting with parents early in the student's school career.** The student's ninth-grade year is an appropriate time for the work-study or job training coordinator to meet with parents. It permits the coordinator to:

  -- gain the parents' occupational expectations for their son or daughter and to gain insight into the student's personal profile.

  -- explain the prevocational and vocational options available within the school district.

  -- explain the types of community services available, the eligibility requirements, and appropriate referral information.

  -- explain application and eligibility procedures for SSI, SSDI and/or residential programs.

  -- share successful case stories of youth with similar disabilities who are now working in the community.

  -- gain the parents' cooperation in the transition planning process.

- **Gaining accurate assessment data.** An appropriate community-based and/or facility-based vocational assessment is necessary to determine interests, abilities, special needs, and employability skills.

- **Actively participating in IEP/ITP meetings.** Attending the meetings is only part of the coordinator's responsibilities. This professional must also be willing to assume a leadership role in sharing information and suggesting courses of action.

- **Coordinating work experiences.** Student work experiences should include summer employment between each year of secondary schooling. Summer experiences can be coordinated through the PIC or RSC summer youth employment program. In addition to summer experiences, in-school work experience, community-based experience, and competitive experiences are all important to a student with a disability.

- **Communicating with employers.** Both oral and written information about the student's work experiences should be obtained from employers. This information permits sound adaptations to the student's plan.

- **Securing support services.** Often the services of such support personnel as job coaches, therapists (physical, occupational, speech), and others will be necessary for successful attainment of goals. Special equipment might also be necessary.

- **Coordinating efforts with others.** The work-study and/or job training coordinator must work cooperatively with the vocational special education (VOSE) coordinator and/or the vocational education instructor to coordinate activities and placements for the student.

- **Beginning placement efforts early.** In a coordinated effort with the other school and agency personnel, the transition coordinator must be sure that the student is placed in a job at least 4-6 months prior to high school graduation. This way, if the student is having difficulty maintaining employment, the appropriate adult service agency contacts can be made on the student's behalf or school personnel can consider the option of an additional (13th) year of school.

Job placement should occur by January of the senior year.

The Vocational Special Education (VOSE) Coordinator's Role

The Vocational Special Education (VOSE) Coordinator assists in the work evaluation of students with disabilities, monitors student progress in accordance with the IEP and vocational education program, assists the classroom teacher in modifying the curriculum and instructional materials, provides supplemental instruction, assists in job placement, and serves as a liaison between teachers, counselors, work-study coordinators, and community agency personnel.

As specified by the Division of Special Education, The Ohio Department of Education, in the *Rules for the Education of Handicapped Children* (1982), the services of a vocational special education coordinator shall include:

1. Providing assistance in the work evaluation of students with disabilities referred to a vocational education planning district or joint vocational school district for placement;

2. Monitoring students' progress in accordance with the IEP and the vocational education program;

3. Assisting in the development of the IEP and vocational education program, including the development of specific instructional objectives;

VOSE coordinator must determine who will coordinate the job placement.

4. Assisting the classroom teacher and vocational instructor in the development and modification of curriculum and instructional materials;

5. Assisting the classroom teacher and vocational instructor in the development of new teaching techniques and classroom management techniques;

6. Providing supplemental instruction to those students with disabilities requiring intensive support;

7. Providing liaison to the home school and parents;

8. Serving as liaison among such persons as teachers, counselors, lab instructors, and work-study and job training coordinators who are directly involved with providing services to students with disabilities;

9. Assisting in the development of an on-going evaluation and referral system for tenth grade students with disabilities in the home school;

10. Monitoring progress of students with disabilities on a continuous basis and developing procedure for returning handicapped students to the work-study program or home school program;

11. Assisting the work-study coordinator in follow up studies to determine progress of program graduates and/or dropouts.

Services provided by the VOSE coordinator include activities to ensure that each student with a disability gains the vocational and supplemental academic instruction necessary to enter employment successfully. Specific activities suggested by effective VOSE coordinators include the following:

- **Meeting with parents early in the student's occupational training program.** This permits the VOSE coordinator to--

  --gain the parents occupational expectations for their son or daughter and gain the insight into the student's personal profile.

  --explain the vocational options available within the school district.

  --explain the types of community services available, the eligibility requirements, and appropriate referral information.

--share successful case stories of youth with similar disabilities who are now working in the community.

--gain the parents cooperation in the transition planning process.

--determine who will be responsible for coordinating summer work experiences for the student.

The VOSE coordinator can conduct IEP/ITP meetings.

- **Maintaining accurate assessment data.** An appropriate community-based and/or facility-based vocational assessment must be maintained to determine current interests, abilities, special needs, and employability skills.

- **Coordinate the IEP/ITP meetings.** Coordinating meetings is only part of the VOSE coordinator's responsibilities. This professional must also be willing to assume a leadership role in sharing information and suggesting courses of action for students enrolled in vocational training options.

- **Assisting the vocational instructor in planning.** The VOSE coordinator must assist the vocational instructor in planning appropriate transitional experiences for students with disabilities.

- **Assisting the vocational instructor in communicating with employers.** Both oral and written information about the student's work experiences and abilities should be obtained from employers. This information permits sound adaptations to the student's plan. Aspects of this information may be shared with future employers to ensure the student's success.

- **Securing support services.** Often the services of such support personnel as job coaches, therapists (physical, occupational, speech), and others will be necessary for successful attainment of goals. Special equipment might also be necessary.

- **Coordinating efforts with others.** The VOSE coordinator must work cooperatively with the work-study and job training coordinator coordinator and/or the vocational education instructor to coordinate activities and placements for the student.

- **Assisting the vocational instructor in placement efforts.** In a coordinated effort with the other school and agency personnel, the VOSE coordinator must be sure that the student is placed in a job at least 4-6 months prior to high school graduation. This way, if the student is having difficulty maintaining employment, the appropriate adult service

agency contacts can be made on the student's behalf or school personnel can consider the option of an additional (13th) year of school.

The Occupational Work Experience (OWE) Teacher's Role

If a student has participated in an OWE program, the OWE coordinator can provide work experience opportunities and services that can be of help in a student's transition plan. The OWE program was designed to provide work experience for high school students who are underachievers, potential dropouts, or disinterested learners. Often these students are functioning below grade level or may be discouraged with school. This program may be appropriate for some students with disabilities who are in need of the type of services provided by OWE. The following benefits are afforded the student in an OWE program:

- Students are provided with on-the-job training under actual working conditions.
- Students are given an opportunity to develop personal aptitudes and interests, good work and study habits, employability and social skills, and the attitudes necessary for individual maturity and job competence.
- Financially needy students are provided the opportunity to complete their education.
- Students are provided the opportunity to develop self-understanding in relation to realistic goals.
- Students are provided the opportunity to think critically and acquire practical skills to successfully resolve problems.
- Students are given the opportunity to learn respect for legal, social, and civic responsibilities.
- Students are given the opportunity to establish the respect and allegiance necessary in family relationships.
- Students are given the opportunity to earn, budget, and save money.
- Students are assisted in their adjustment to working conditions in industry while being supervised by school personnel.

An OWE coordinator assists youth in finding and maintaining employment.

- Students are given the opportunity to train in an occupational setting under actual, rather than simulated, working conditions.
- Students are exposed to jobs that may lead to permanent employment upon graduation from high school.
- Students are given improved employment opportunities.
- Students are given an education that reflects current occupational requirements.
- Students are given guidance from the school coordinator as well as from an employer and a work supervisor.
- Students get the opportunity to apply the theoretical and practical assignments presented in school.

The Vocational Instructor's Role

The vocational teacher has been trained in the areas of job development and job placement for their students and will have considerable insight and information to offer others engaging in these activities for the first time. The vocational teacher should be invited and encouraged to participate in the IEP/ITP process to explain vocational goals, to explain the job placement process within the locality, to share information on those applied basic skills infused in the vocational curriculum, and to participate fully in planning.

Vocational instructors teach students job skills necessary for employment.

Since vocational education programs have a clear focus of training and are held accountable for their job placement rates, the vocational educator becomes a transition coordinator as they assist all of their students in gaining employment. Therefore, students with disabilities who are enrolled in these vocational programs benefit by receiving assistance with job placement related to their vocational training program.

Specific activities that can be implemented by vocational instructors to ensure that a successful process is in place include the following:

- Accommodating the classroom learning environment to ensure that the student exits the program with employable skills.
- Working with appropriate support personnel to ensure that an effective transition plan results in employment.

- Coordinating the job placement activities no later than 4 months prior to graduation to ensure the student can maintain employment. If the student cannot maintain the job, then the instructor, with assistance from the VOSE coordinator and other support personnel, must assist the student in gaining the skills and support necessary to maintain future employment.

The General Classroom Teacher's Role

General education teachers have an important role in transition.

Each teacher who interacts with young people in school must assess their attitudes toward persons with disabilities and the employment of people with disabilities. As professionals, teachers have differing areas of expertise and focus. These areas of expertise must be tapped and information shared among all of the staff of any school. Further, any opportunities for students to interact with peers and engage in age-appropriate activities should be encouraged.

General Education Teachers (English, Science, Math): The role of teachers in what are traditionally thought of as college-prep courses should not be underrated. These teachers have expertise in areas that special needs students vitally need. In addition to course content, the classrooms of these teachers provide opportunities for age-appropriate activity with peers. It is the responsibility of teachers of these subjects to interact with the ITP team to ensure that their classroom activities are furthering the goals set forth for the student with a disability. These goals may very likely be different from those the teacher holds for other students within the classroom. Classroom teachers must reinforce the academic skills necessary for the student's vocational and/or collegiate interest area.

Physical Education Teachers/Coaches: Physical activity and leisure-related pursuits are important to all students to the limits of their abilities. The physical education teacher may be called upon to add his/her expertise in the area of physical health and wellness as well as to suggest possible recreational activities appropriate to the abilities of the student.

As studies suggest, a link between problematic childhood peer relationships and adult maladjustment have accumulated slowly, but more or less continuously since the early 1930s (Parker and Asher 1987, p. 357 in Lundstrom 1988, p. 20). As a result, in addition to possible classroom participation, students with disabilities should be seen as part of the entire student body when it comes to activities like selecting team managers,

scorekeepers, student trainers etc. Again, the opportunities physical education teachers and coaches can make available to students with disabilities should be capitalized upon.

The Guidance Counselor's Role

The school guidance staff cannot act in isolation of the initiatives occurring elsewhere in the school. It is important that school guidance personnel examine their attitudes and expectations for students with disabilities, for vocational education programming, for special education programming, and for college preparatory programming. Assessments of any student (regardless of ability or disability) must be conducted in concert with the teaching professionals of the school and the parents of the student.

The guidance counselor may be aware of special services or programs available in the community.

Vocational education is a viable alternative for many students, not just students with disabilities. Further, college preparatory activities may be totally appropriate for some students with disabilities. Care must be taken against stereotyping the school's populations and programs.

Often the guidance counselor will be aware of services available to students from other agencies or organizations. This information must be shared with those planning the individual student's transition goals.

The School Psychologist's Role

If the school staff includes a psychologist, you may involve this individual in the IEP process. The services of the school psychologist must include contributions to the written report of the evaluation team and the delineation of the results of the psychological evaluation for consideration in the develop of the IEP. This role may be extended to include assisting education staff in implementing or modifying instructional strategies, classroom management procedures, intervention strategies and follow-up activities.

A multifactored evaluation (MFE) must be done at least once every 3 years for each student. This evaluation is done to determine how the student functions in an educational setting and to offer insight as to appropriate placement options (e.g., mainstreaming, special education classes, MH classes, LD classes, DH classes, etc.). It is the role of the school psychologist to perform these evaluations. Similarly, when the school psychologist can add insight as to how the student might perform in the workplace, this information should be solicited.

It may be possible for this professional's assessment of secondary students with disabilities to be included as part of the eligibility criteria for services from various agencies. Often, agencies will require a psychological examination and assessment of students seeking services. If the school psychologist can perform these tasks to the specifications of the participating agencies (e.g., using codes put forth in the *Diagnostic Standards Manual*), valuable time, energy, and money can be saved in the transition process. Again, it is imperative that transition be a schoolwide effort involving the expertise of each of the various disciplines.

The Transition Coordinator's Role with School Personnel

It falls to the transition coordinator, with support from the administrator, to see that all the appropriate disciplines within the school are represented in transition planning. The transition coordinator will often be the one with responsibility for marketing the ability of students with disabilities to the other staff of the school to gain the necessary training and services. Assuring colleagues that their expertise is valid and desired has proven to be a good strategy.

The transition coordinator must be committed to the goal of employment for all students with disabilities. With careful planning, the transition coordinator can make sure that students gain the knowledge, skills, and attitudes to become productive and contributing members of our society. By understanding the roles of school and agency personnel, the goal of employment for students with disabilities can become a reality.

SECTION IV. ROLES AND RESPONSIBILITIES OF AGENCY PERSONNEL AND EMPLOYERS

Agency Personnel

Introduction

A number of federal, state, and local agencies exist to provide a wide variety of services to support persons with disabilities. Many students may eventually be eligible for services from one or more of these agencies. It is the role of the transition coordinator to involve appropriate agency personnel in a timely fashion to avoid a lapse in service between school and eventual job placement.

In addition to the Ohio Department of Education, which supervises and monitors school personnel as discussed in the previous section, the following organizations and agencies may have a significant role in the transition of students with disabilities from school to work.

- The Ohio Rehabilitative Services Commission (RSC) includes BVR and BSVI
- The Ohio Department of Mental Retardation and Developmental Disabilities
- The Ohio Department of Mental Health
- The Ohio Bureau of Employment Services (OBES)
- The Ohio Department of Human Services
- The Ohio Developmental Disabilities Planning Council
- The Governor's Office of Advocacy for People with Disabilities

The role of each organization is discussed in detail in the following section. Figure 6 provides a sample page from a directory that provides a general overview of the target populations served and the types of services that may be provided by local and regional service providers. Appendix C provides a listing of many of the above agency's regional offices.

DESCRIPTION OF AGENCY SERVICES

AGENCIES AND THEIR SERVICES	TARGET POPULATIONS: specific learning disabled	severe behavior handicapped	hearing handicapped	orthopedic/health handicapped	developmentally disabled	visually handicapped	multihandicapped	disadvantaged	AGE REQT: 14-16	16-18	18-21	21 and over	SERVICE AREA: Delaware	Fairfield	Franklin	Licking	Madison	Pickaway	Union	SERVICES: counseling	tutoring	parent support	information/referral	health services	job search skills	job survival skills	training	job placement	adult education	job clubs	vocational assessment	on the job training	transitional employment	recreation programs	COSTS: free	sliding scale	flat rate	other	HOURS: morning	afternoon	evening	by appointment only	walk-in	other	OTHER
Action for Children														•						•			•											•				•	•					child care info/referral
Adult Habilitation			•	•	•	•	•				•	•		•						•			•						•					•				•	•					living skills, lunch, transportation
Advocacy and Protective Services, Inc.					•						•	•	•	•	•	•	•	•	•															•				•	•			•		24 hr. on-call protective services
Alliance for the Mentally Ill of Franklin County													•	•	•	•	•	•	•			•	•											•				•	•	•				support for families of mentally ill
Alvis House Employment Services Program								•							•					•			•		•			•		•				•				•	•			•	•	services for former offenders
American Council of the Blind/Ohio						•							•	•	•	•	•	•	•			•	•											•								•	•	phone 221 6688
ARC–Licking County					•											•						•	•											•	•			•	•					respite, advocacy
Arthritis Foundation				•									•	•	•	•	•	•	•			•	•	•										•				•	•		•	•		ed'l & supportive services
Assoc. for the Developmentally Disabled (ADD)			•	•	•	•	•				•	•	•		•				•						•	•							•	•				•		•			pre-school for D.D. children
Big Brothers /Big Sisters of Licking County	•			•				•								•							•										•					•		•			volunteer service for children
Breaking Away	•	•	•	•	•			•			•	•	•		•	•	•	•	•	•		•			•	•	•	•			•			•					•	•	•		for adults living w/parents
Bridge Counseling Center		•			•				•	•	•	•			•					•														•				•	•	•	•		
Buckeye Boys Ranch					•			•	•	•					•					•		•			•	•	•	•			•	•			•							•	24-hour residential center
Bureau of Services for the Visually Impaired						•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•				•	•		•	•	•	will also go to residences
Bureau of Vocational Rehabilitation	•	•	•	•	•	•	•						•	•	•	•	•	•	•	•					•		•	•	•	•	•	•		•				•	•		•			also psychologically disabled
CALLVAC Services	•	•	•	•	•	•	•	•							•									•										•									
Center for New Directions								•							•									•		•	•							•	•			•	•					displaced homemakers
Central Ohio Adolescent Center	•	•	•	•		•	•	•	•	•			•	•	•	•	•	•	•	•	•	•			•					•		•			•								•	inpatient psychiatric hospital
Central Ohio Assoc. for Children/Adults with L.D.	•												•	•	•	•	•	•	•			•	•						•					•									also has summer camp
Central Ohio Legal Aid Society								•										•		•			•											•				•	•		•			
Central Ohio Lung Association				•									•	•	•	•	•	•	•	•		•	•	•					•				•	•	•			•	•					
Central Ohio Mental Health Center		•			•				•	•	•	•	•							•				•											•		•	•	•	•				
Central Ohio Radio Reading Service	•			•		•							•	•	•	•	•	•	•							•	•		•					•							•			
Central Ohio Rural Consortium	•	•	•	•	•	•	•	•	•	•	•	•			•					•	•			•	•	•	•	•	•	•	•	•	•	•				•	•	•			library, technical assistance
Central Ohio SERRC	•	•	•	•	•	•	•		•	•	•		•	•	•	•	•	•	•	•	•			•	•	•	•	•				•		•				•	•	•	•		mental health/substance abuse clinic
Charles B. Mills Center, Inc.	•	•			•			•					•		•		•		•	•				•	•	•	•							•				•	•	•	•		mental health services
Children's Hospital Guidance Centers	•	•			•			•	•	•					•					•														•				•	•	•	•		

Figure 6

The Transition Coordinator's Role

In order to be an effective transition coordinator, it is imperative to be aware of the various agencies, the populations they serve, their eligibility requirements, and how one goes about accessing services. It is the transition coordinator's responsibility to share eligibility and service information with parents and also to assist in accessing the services the student requires.

Further, it is the transition coordinator's responsibility to provide agency personnel with the information necessary to enable them to assist in the transition process. This includes inviting agency personnel to participate in transition meetings as appropriate; sharing information (with signed release from parents) with agency personnel to aid them in assessing the student; and keeping agency personnel abreast of changes in the student's eligibility, condition, or transition path.

The ITP Record Sheet can serve as a checklist and record of your review of the possible services in your community available to meet the needs of each one of your students. When you explain the purposes and services of each agency, give the following abstracts of appropriate agencies provided in this section to parents and the IEP participants. Also, give the introductory brochures that each agency has developed to parents as well.

It is also helpful to establish working relationships with the case managers, counselors, and claims representatives from the agencies in your community. Given how laws, regulations, and policies change continually, building good relationships will help you stay current. See section 5, "Team Building," for suggestions on how to build strong interagency teams.

The Ohio Rehabilitative Services Commission (RSC)

Purpose

The Ohio Rehabilitation Services Commission (RSC) is the agency responsible for the rehabilitation of Ohio's citizens with physical and mental disabilities. As such, it administers federal and state laws and funds allocated for vocational rehabilitation. The goal of services provided or funded through RSC is employment and greater independence for people with disabilities.

Services

The most essential service offered by RSC is guidance and counseling. Other services are medical or physical restoration; vocational training including supplies, books, necessary occupational tools and equipment; and job placement and follow up. In many areas the types of services provided depends on the resources available in the region since most rehabilitation counselors purchase vocational services from a Certified Accredited Rehabilitation Facility (CARF).

The types of services that may be available through the regional office are listed below:

- o Counseling
- o Tutoring
- o Training
- o Transitional employment
- o Job coaching/ training
- o Vocational assessments
- o On-the-job training
- o Adult education
- o Health services
- o Job search skills
- o Special equipment
- o Transportation
- o Job placement

Eligibility

- o To be eligible for services, the person must have a substantial handicap that prevents him/her from obtaining competitive employment, and there should be reasonable expectation that rehabilitation services will result in the person becoming employed.

Organizational Structure

RSC is the umbrella organization encompassing the Bureau of Vocational Rehabilitation (BVR) and the Bureau of Services to the Visually Impaired (BSVI). In addition to BVR and BSVI, RSC includes the Bureau of Program Support consisting of central office services that provide support to field operations and coordinate independent living and other services to special populations; and the Bureau of Disability Determination that makes eligibility decisions on claims filed in Ohio for Social Security disability benefits (SSDI) and Supplemental Security Income (SSI) and re-evaluates SSDI recipients.

The following suggestions will guide you in working with BVR/BSVI:

Tips for Transition

- It can take up-to-6-months to establish eligibility for services from BVR/BSVI; therefore it is important to refer students who may require services early in the student's junior year.

- Rehabilitation counselors are available for consultation with school personnel on the needs of specific students. As skilled vocational counselors, they may be able to assist with recommendations for a plan of action without actually opening a case.

- Most assessments and psychological examinations completed by school psychologists are to determine how a youth functions in school rather than on a job. Ask the rehabilitation counselor that you work with if they can use these reports.

- Rehabilitation counselors should provide a minimum of two substantial services to the client.

- Rehabilitation counselors can close a case after the client has worked successfully for 60 days. However, the case does not have to be closed after 60 days if the counselor feels that more follow-up services may be necessary.

- Although the transition coordinator and ITP team can provide input into the types of rehabilitation services that may be appropriate for a student in transition, the actual services provided are between the student and the counselor and are summarized on the Individualized Written Rehabilitation Plan (IWRP).

- Rehabilitation counselors cannot share information about their client without a Written Release of Consent from their client. Rehabilitation clients are treated as adults and parents are not automatically a part of the rehabilitation process unless the client is under age 18.

- Rehabilitation counselors have, on average, between 70 and 125 cases.

- The average rehabilitation case is open for 2 years.

- Rehabilitation counselors can provide services (like job coaches) during summer work experiences to assist youth in transition gain the work attitudes and skills to become competitively employed upon exiting school.

Exhibit 9 is the RSC Referral Form and is used when making referrals to this agency.

OHIO REHABILITATION SERVICES COMMISSION

CLIENT REFERRAL

TO REFERRAL SOURCE:

To refer an individual to the Bureau of Vocational Rehabilitation or to the Bureau of Services for the Blind, complete this form accordingly:

Part I: All of this information must be completed regarding the individual being referred.

Date _____

Name of Referral _____

Address _____

_____

Disability _____

Date of Birth _____ Sex _____

Referred by: Name _____

Type of Referral Source _____
or
Name of Agency _____

Telephone Number _____

Part II: Please complete as much of the following as possible regarding the individual being referred.

Social Security Number _____

Telephone Number _____

County _____

Directions to Home _____

Number of Dependents _____ Marital Status _____

Source of Income _____

Additional Information: _____

_____

Ohio RSC services are provided without regard to race, creed, color, sex, or national origin.

For RSC Use Only

Open file _____ Closed file _____ No file _____
Reviewed by counselor-manager or Rehabilitation Supervisor Yes _____ No _____
Person who took the referral _____

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The Ohio Department of Mental Retardation and Developmental Disabilities (MR/DD)

Purpose

The Ohio Department of Mental Retardation and Developmental Disabilities provides a variety of services necessary to meet the needs of Ohio's citizens with mental retardation and developmental disabilities and their families.

Services

Services provided by the agency are as follows:

- o Case Management
- o Adult Services (employment)
- o Children's Services (early intervention)
- o Residential Services
- o Family Resources

Eligibility

To be eligible for County Board Adult Services, an individual must be 16 years of age or older; have moderate, severe, or profound mental retardation or meet the criteria established by the department for having a substantial developmental disability; and, if applicable, be placed into the program by the school district of residence as the least-restrictive environment in accordance with rule 3301-51-02 of the Administrative Code.

For the department's purposes, "developmentally disabled" means having a disability that originates before age 18 that continues or can be expected to continue indefinitely, and that constitutes a substantial handicap to the person's ability to function normally in society and is attributable to one of the following:

- o Mental retardation, cerebral palsy, epilepsy, or autism
- o Any other condition found to be related closely to mental retardation because it results in impairment of general intellectual functioning or adaptive behavior similar to that of persons with mental retardation or requires treatment and services similar to those required for such persons
- o Dyslexia resulting from a disability described in this division

According to this agency, "substantial handicap" refers to handicap that results in significant deficits in two or more areas of adaptive behavior. Individuals are developmentally disabled when "deficits in two or more areas of adaptive behavior are commensurate with those of an individual diagnosed as moderately, severely, or profoundly mentally retarded."

	"Mentally retarded" means having "significantly subaverage general intellectual functioning existing concurrently with deficiencies in adaptive behavior, manifested during the developmental period."
Organizational Structure	Within the state of Ohio each county has a board of MR/DD that was established to ensure the availability of a variety of services to individuals with MR/DD (see appendix C).
Tips for Transition	Enrollment procedures vary at the local boards of MR/DD. Case managers and/or intake personnel are available at each county board to assist with planning for enrollment and/or transition services.

The Ohio Department of Mental Health

Purpose

Community mental health services are funded by federal, state, and local resources. Services are provided by contract agencies of local community mental health boards (or mental health, alcohol, and substance abuse service boards). Services are provided according to both state and local priorities, as described in each board's annual community plan. Standards are established by the Ohio Department of Mental Health which certifies or licenses the agencies/facilities.

Services

Vocational/educational rehabilitation services. Vocational and educational rehabilitation services are provided by agencies under contract with community mental health, alcohol, and substance abuse boards. These are primarily provided through the development of demonstration grants funded with federal or state monies and administered by the Ohio Department of Mental Health. These programs may provide such services as the following:

- o Educational/vocational assessment
- o Occupational skills training
- o Job placement and follow-up

A major state priority for these programs is to provide services/opportunities for persons with severe mental disabilities. Some of these individuals may have both severe mental health problems as well as one or more developmental disability (including mental retardation). Specific programs that may be available for these individuals include the following:

- o Supported employment opportunities
- o Assistance with transition from school (or public institution) to work and community living
- o Special programs for persons with both mental health problems and mental retardation

In addition, through an agreement between the Ohio Department of Mental Health and the Rehabilitation Services Commission, persons with severe mental disabilities (as determined and identified by ODMH) are eligible for rehabilitation services provided by RSC.

Outpatient counseling services. Outpatient counseling is provided through local contract agencies to individuals who have a range of psychiatric or emotional disorders. Local agencies are mandated to ensure accessibility to services for persons with disabilities under section 504 of the Rehabilitation Act of 1973. Some counties provide specialized services for persons with both mild levels of mental retardation and more severe mental health disorders.

Case management services. Case management services are provided to assist the individual in identifying life goals and service needs, and in facilitating his/her receipt of those services or achievement of those goals. Case managers help the individual locate and obtain services, coordinate benefits and services, establish personal and community support networks, and utilize and develop community living skills. They provide support in dealing with personal crises, and they maintain contact with the individual if hospitalization is required.

Eligibility

The individual must have a diagnosed (or potentially diagnosable) mental health problem (e.g., as described in the diagnostic and statistical manual of the American Psychiatric Association). Individuals with developmental disabilities (including various levels of mental retardation) may also be eligible for these programs if they have diagnosed mental health problems.

Priority for case management services is given to individuals who are considered to be severely mentally disabled. These are individuals who have more serious psychiatric disorders, have had a history of psychiatric hospitalization, and/or who show substantial impairment in their ability to function in the community.

Organizational Structure

Within the state of Ohio, local community mental health boards (or mental health, alcohol, and substance abuse services boards) are organized. Standards are established

by the Ohio Department of Mental Health which certifies or licenses the agencies/facilities. See appendix C for a directory of local community mental health boards.

Tips for Transition

The following suggestions will guide you in working smoothly with the community mental health services.

- Work with your local community mental health board to identify services needed by youth in transition.
- Services rendered should be part of an individual treatment plan (or case management plan) developed by the person and his/her therapist or case manager.
- The individual's income and or ability to pay does not enter into the initial determination of eligibility for services. As part of the services provided, agencies may assist clients in applying for other appropriate benefits, or resources.

- Priority for these services is given to individuals who are considered to be severely mentally disabled. These are individuals who have more serious psychiatric disorders, have had a history of psychiatric hospitalization, and/or who show substantial impairment in their ability to function in the community.

- Eligibility for services under the joint ODMH/RSC collaborative agreement is based on the determination that the individual is severely mentally disabled according to criteria established by the ODMH (Rubin, 1990).

The Ohio Bureau of Employment Services (OBES)

Purpose

OBES provides a wide range of services to job applicants with disabilities as well as to their employers or potential employers. These services are provided through local OBES offices and are coordinated by special representatives for applicants with disabilities.

Services

OBES provides two major services:

1. **Employment Services Division.** The Job Service Office matches the type of work available to the interests and skills of an applicant. Applicants complete an application that describes work history and interests.

2. **Unemployment Compensation.** Claimants receive an average of $160 bi-weekly. In addition, OBES administers the federally funded Targeted Jobs Tax Credit (TJTC) program offering employers a credit against their federal tax liability for hiring individuals from nine target groups including persons with disabilities who are referred to employers from the Rehabilitation Services Commission (RSC).

Services available to job-seekers with disabilities include the following:

- Employment counseling
- Occupational testing
- Referral to appropriate job openings
- Information about local labor market
- Information on legal rights
- Information on community-based supportive and social services
- Assistance in identifying modifications to accommodate the applicant's disability
- Signer/interpreter assistance

Services available to employers include the following:

- Technical assistance in meeting responsibilities under the Rehabilitation Act of 1073 (e.g., section 504)
- Information concerning and assistance in applying for federal tax credits for employers who modify facilities to provide reasonable accommodation for handicapped persons and information on other laws providing incentives or protection for employers who hire persons with disabilities
- Assistance in planning for physical accessibility for employees with disabilities
- Assistance in restructuring jobs for persons with disabilities

Eligibility

The individual must have a diagnosed disabling condition that affects his/her ability to obtain employment or perform on the job. These problems may be due to the individual's physical or mental condition, or they may be the result of discrimination or inadequate accommodation for the persons disability.

Organizational Structure

For additional information contact your local OBES office. In Ohio the address is as follows:

Ohio Bureau of Employment Services
145 South Front Street
Columbus, OH 43216
(614) 462-7206

Tips for Transition

The following suggestions will guide you in working smoothly with OBES:

- Every applicant is introduced to the services of OBES through a Benefit Rights Interview (BRI). A videotape presentation provides an overview of the services for claimants who register with the agency. Applicants must be 16 years of age or older. Applicants are given an appointment to complete the application. If they need assistance in filling out the application, a teacher or counselor may assist them, but they should call first to make sure space is available in the sign-up room. Each applicant gets a registration card. Applicants must go to an OBES office every 30-60 days to check on job possibilities.

- When you refer people to counseling at OBES they must be job-ready.

- The individual must be determined economically disadvantaged or extremely difficult to employ in order to be eligible for federal job training programs, such as those supported by JTPA funds. There is no financial cost to the individual.

- Individuals in on-the-job training are compensated by the employer at the same rates, including periodic increases, as similarly situated employees and in no event less than the local minimum wage law. All individuals employed in subsidized jobs are provided benefits and working conditions at the same level and to the same extent as the employees working a similar length of time and doing the same type of work (Rubin, 1990).

The Ohio Department of Human Services

Purpose

The Ohio Department of Human Services provides services on behalf of eligible individuals in order to (1) maximize their potential for achieving or maintaining economic self-support; (2) prevent, reduce, or eliminate dependency; (3) achieve maximum self-sufficiency; and (4) obtain or retain work while maintaining the family unit; (5) assist them to function in the community and in a group living environment; (6) assist them in achieving or maintaining economic self-support, to prevent or reduce dependency and increase self-sufficiency through activities intended to improve relationships and functioning; and (7) enable them to receive maximum benefit from community and home-based care and services.

Services

Services provided by the Department of Human Services include the following:

Individual and group counseling services. These services are available to (1) assist individuals in achieving or maintaining economic self-support; (2) enable them to achieve or maintain self-sufficiency; (3) help to maintain family cohesion; and (4) help them to resolve personal problems which hinder daily living either in the community or within an institutional setting.

Vocational education and placement. These services consist of social, psychological, and vocational diagnostic assessment, training, and placement. Such assessment documents and details (1) the person's employability potential; (2) the barriers to employment; (3) how the barriers are to be overcome; and (4) the time frame for the services.

Child day care services. These services are available to (1) enable children to have learning experiences while the parent or caretaker (who may have a developmental disability) is in a training program that leads to employment; (2) enable children (who may have a developmental disability) to achieve or maintain self-sufficiency and be more independent through community/home based care; and (3) provide parents (who may have a developmental disability) with the opportunity to maintain family life.

Other services that may be available include case management; chore services; food, clothing, and personal needs; mental health residential services for adults and children; recreation, peer support, and special equipment; transportation; and services for persons with hearing impairments.

Eligibility

Eligibility for services is based on gross family income adjusted for family size. Persons or families meeting the lowest family income criteria are eligible for services free of charge. Free services are available only to families or persons whose incomes are at or below 150 percent of the state maximum standard of needs as determined by the Ohio Department of Human Services.

Individuals and families with somewhat higher family incomes may be eligible for services, but must pay a fee according to a rate that is adjusted for family size.

Organizational Structure

Appendix C lists each local human services office location.

The following suggestions will guide you in using services provided by the Department of Human Services:

Tips for Transition

- Invite representatives from your local human services agency to become a member of your interagency task force.

- Coordinate and integrate the total services prescribed for the individual into an individual goal-directed treatment plan for the child. The plan must delineate the predictable, measurable impact on the child's problem. Make sure the IEP/ITP is developed with these services in mind.

A variety of socialization and support programs for adults are available through the Department of Human Services. Depending on the resources available in each individual county, the Department of Human Services can either pay for the services or provide them (Rubin, 1990).

The Ohio Developmental Disabilities Planning Council

Purpose

The Ohio Developmental Disabilities Planning Council is a planning and advocacy body. The Council is charged with developing a state plan jointly with the Ohio Department of Mental Retardation and Developmental Disabilities describing the extent and scope of services available in Ohio.

Services

The Ohio Developmental Disabilities Planning Council serves as an advocate for systemic changes that will help prevent developmental disabilities and enhance opportunities for persons with developmental disabilities to become independent, productive people who are fully integrated into our society. The Council further monitors and evaluates existing systems to assure that they are providing the programs and services to meet the needs of Ohio's citizens with developmental disabilities.

Eligibility

The Ohio Developmental Disabilities Planning Council does not offer direct services, so eligibility is not a real factor. Anyone with a developmental disability requiring advocacy services should call the Ohio Developmental Disabilities Planning Council for referral to other agencies.

The DD Planning Council sponsors annual grant competitions to develop and implement innovative programs that will benefit persons with developmental disabilities. For more information, contact the DD Council at the following address:

Ohio Developmental Disabilities Planning Council
The ATLAS Building
8 East Long Street, 6th Floor
Columbus, Ohio 43215
(614) 466-5205

The Governor's Office of Advocacy for People with Disabilities

Purpose

This office provides additional information about programs and services available within the state of Ohio through its Client Assistance Program. The Client Assistance Program helps ensure that people receive the services available through the Rehabilitation Services Commission (RSC).

Services

Services can be obtained by contacting the following:

Client Assistance Program
Governor's Office of Advocacy for Disabled Persons
30 East Broad Street
Columbus, OH 43215
466-9956 (Voice or TDD)
Toll-free in Ohio (800) 228-5405 (Voice or TDD)

Eligibility

Anyone seeking vocational rehabilitation (including clients of RSC), those who are not yet clients, and those who have been clients but would like their cases reopened are eligible for services from the Client Assistance Program. In addition, the Program exists to serve those who are seeking or receiving services from agencies funded by the Ohio Rehabilitation Services Commission.

The Social Security Administration

Purpose

The Social Security Administration (SSA) is a federally funded program that provides financial and medical support for persons with disabilities through the following programs:

- o Supplemental Security Income (SSI)
- o Social Security Disability Insurance (SSDI)
- o 1619(A) and (B) Program
- o Medicaid/medicare

Services

SSI. This program provides monthly payments to individuals who are aged, blind, or disabled and have little or no resources and income.

SSDI. This program provides a continuing income for persons with disabilities who are unable to work. Benefits under this program are generally available to the person for as long as the disability prevents him/her from participating in Substantial Gainful Activity (SGA). Persons receiving SSDI are eligible to maintain their financial and/or medical benefits through a new trial work program (1619 (A) and (B).

- o 1619(A). Under 1619(a) a person with low to moderate earnings could receive reduced financial assistance payments for a specified period of time (presently 9 months). Medical assistance under medicaid would continue as long as any financial assistance continues.

- o 1619(B). Under 1619(b) medical assistance can continue for persons earning higher amounts yet less than a threshold amount. This threshold amount includes the average cost of medical services. At present this threshold amount is $1,116/month in Ohio.

Medicaid. The Medicaid program is administered through the Department of Human Services in order to provide a federally funded health care program for low-income individuals who are 65 years or older, blind or disabled, or recipients of aid for dependent children (AFDC).

Medicare. Medicare is provided by the Social Security Administration through the Health Care Financing Administration in order to protect a disabled individual from the high costs of medical care when earnings cease or are reduced due to disability.

There are two parts to medicare. Medicare offers hospital insurance to assist with the cost of inpatient hospital care and certain kinds of follow-up care. Medicare also includes supplementary medical insurance to assist with the

cost of physician's fees, outpatient hospital services, and certain other medical items and services not covered by hospital insurance.

Plan for Achieving Self-Support (PASS). Under PASS, an individual is allowed to receive earned and unearned income and to accumulate resources over a reasonable period of time in order to obtain occupational training and education, purchase occupational equipment, etc., thus encouraging him/her to become financially self-supporting.

Eligibility

SSI. A person is eligible for SSI benefits, if he/she is at least 18 years of age, is considered disabled, and has a physical impairment that prevents him/her from doing any substantial gainful activity. The disability must be expected to last at least 12 months or to result in death. An individual who is under 18 years of age is considered disabled if he/she has a physical or mental impairment that is comparable in severity to one that would prevent an adult from working. An individual is not required to be totally blind in order to receive SSI for a visual impairment.

SSDI. For SSDI benefits an individual must have a functional impairment (physical or mental) or physical condition, which prevents him/her from participating in substantial gainful activity.

Substantial gainful activity is the performance of significant duties over a reasonable period of time in work for remuneration or profit or in work generally performed for remuneration or profit. In determining whether a person meets the SGA criteria, the Social Security Administration considers the amount of earnings, whether the work is conducted under special conditions (e.g., sheltered workshop), the nature of the work, the adequacy of performance, time spent in work, the type of disability, etc.

Medicaid. Eligibility for medicaid is based on a combination of the individual's living arrangement and his/her income/financial resources. If needed, medical expenses may be deducted from income in order to meet the financial need standards.

Medicare. The basic eligibility requirements for medicare are the same as those for Social Security Disability Insurance (SSDI).

PASS. In order to be eligible for PASS, an individual must be interested in obtaining employment and willing to participate in Social Security Administration approved training to achieve his or her occupational objective. Only those who are currently eligible for, or receiving SSI

benefits, are eligible for the PASS. He/she must be unable to pursue a reasonable occupational objective at the outset of the plan. PASS must be a specific plan to enable the person to attain an outlined occupational objective within a set time period and, therefore, to become self-supporting. (See appendix G for application forms.)

The following suggestions will guide you in working with SSA:

Tips for Transition

- Acceptance of vocational rehabilitation services will not prevent you from receiving disability benefits. If a person is offered such services and refuses them without good reason, monthly benefits can be suspended.

- If a person received benefits and becomes employable (at any time within 5 years after the benefits stopped), the checks can start again the first full month with the new disability. Another 5-month waiting period is not required. This includes those who received benefits under age 22 and become disabled again within 7 years after benefits end.

- The best way to advocate for persons with disability is to get to know the claims representatives at your local SSA office and talk with them on a case-by-case basis.

- SSA has an 800 number for either SSI or SSDI. Call (800) 234-5772 to complete the application process. Personnel at SSA will mail you the completed application that you can send to the Bureau of Disability Determination with the appropriate documentation (Social Security card, birth certificate, etc.).

- For persons receiving SSDI--

  -- A person can continue to receive full disability benefits for up-to-9 months while participating in a trial work period.

  -- Special protection is offered for 36 months after completing the 9-month trial work period. Benefits can continue to be paid without filing an application, however, you must inform Social Security about these months of nonperformance of gainful work activity (Rubin, 1990).

EMPLOYERS

The Employer's Role

It is important that employers share information honestly with job placement personnel so that good placement decisions can be made. The aspects of the employer that should be noted by placement personnel include (1) supervision, (2) job stability, (3) management stability, (4) special jobs, and (5) inappropriate jobs. Each of these factors is discussed below.

Supervision. Look at all levels of management that will affect your student. The top management with whom you are dealing needs to commit to your program and must display a positive attitude toward hiring individuals with disabilities. An attitude of "we've tried new things and it has worked." versus "We've done it this way all these years, so why change now?" will lend itself to a good atmosphere for success.

The first line manager who reports to the top official should possess a record of positive and supportive attitude toward his people and the ability to be flexible in solving problems.

The first line supervisor or the person to whom your student directly reports is most important to your success. That individual must have realistic expectations of your student in terms of quality and production, work for them, a tolerance for failure, and the ability to regroup and try new solutions to problems. The student's supervisor should feel comfortable in elevating concerns or problems to high-level management with the expectation that they will be received and dealt with in a supportive and timely fashion.

Also, the supervisor should feel comfortable interacting with the trainer and the job training coordinator while still retaining supervisory responsibilities. A team work approach to problem solving is most effective, since the supervisor is totally familiar with the job setting and the job training coordinator and the trainer are familiar with the student.

Job stability. Job stability is a factor to consider when qualifying a job site. If it looks as if change in technology or in a company policy will eliminate the job in the near future and your goal is to place a student on long-range competitive employment, you may wish to look further.

Management stability. Reality dictates that managers will change from time to time. But placing a student in a job that has a history of frequent supervisory changes (more than once a year) is generally not a good idea.

Special jobs. Be wary of jobs that are created for your student. Look for real work within the company. It is easy for an employer to say "we did not have this job in the past" and eliminate it when costs cuts are needed.

Inappropriate jobs. Beware of the temptation to accept jobs that are below or above the student's skill level just to make a placement.

It is very difficult to turn down jobs for any reason, however, a failed placement impacts negatively on the job training coordinator, the trainer, the employer, and most especially on the student and the parents. If there is not a strong possibility of success, do not accept the job.

The Transition Coordinator's Role

The transition coordinator is charged with the role of ensuring that the employer's needs and expectations are being met and that any problems occurring on the job are solved without impacting on the employer's business. The following points comprise a "service agreement" outlining the employer's rights.

1. The employer should receive assistance in--
   - o training the employee to perform his/her job,
   - o training the supervisor in effective ways to communicate with the new employee,
   - o training co-workers and peers in ways to communicate with the new employee.
2. The employer should receive an employee who is capable of getting to and from work independently and can function independently on his/her breaks and lunch times. If this level of independence is not present at the time of hiring, the support person should provide the necessary training.
3. After the initial job training by the support person, the employer should expect to have an employee who can function independently on the job with reasonable supervision.
4. The employer should expect a support person who is receptive and responsive and will answer phone requests and deal in person with concerns, questions, and problems in a timely fashion.

5. If the employee's position becomes obsolete or changes in a significant way, or if the employee's supervisor should change, the employer should expect assistance in retraining the employee for the new position, or intervention in the form of additional support in training the new supervisor to interact with the employee.

6. The employer should expect the support person to aid in facilitating communication between the employer and the employee's parent or guardian.

7. The employer should expect the support person to establish a rapport and a basis of mutual respect by frequent enough communication at first, and a minimum of four hours a month thereafter to maintain a working relationship with the supervisor. One on-site visit per month arranged with the supervisor is essential for ease in counteracting problems that may occur in the future.

8. Following the transition, the employer should expect the employee's job to continue as originally negotiated in terms of the number of hours worked, the time of day or shift worked, and so forth.

9. The employer should expect the original support person and the new follow along person to cooperate in a coordinated transitional process.

10. The employer should have a clear understanding of what services and supports are available from the follow-along agency and information about whom to contact and where and when to reach that person.

The Job Placement Assistance Kit (Job-PAK)

The Job Placement Assistance Kit (Job-PAK) contains the pieces you need to create brochures, flyers, and handouts to market the abilities of persons with disabilities to potential employers.

- Camera-ready artwork offers the following:
  - -- An introductory brochure for employers.
  - -- A brochure for employers to share with coworkers of the newly hired person with a disability.
  - -- Handouts for employers about financial incentives, such as PICs, ARC/Net, and TJTC.

-- Handouts suggesting ways employers can use public service announcements.

-- A helpful TJTC guide for you and employers to use to obtain tax credits. This includes sample forms and information to help employers take advantage of any tax credits available.

Also, the videocassette "Discovering an Untapped Work Force" can be used to reduce an employer's fear of hiring a person with a disability. Through testimonials by employers and persons with disabilities, employers learn that hiring people with disabilities is good business.

The Job-PAK and videocassette are available by writing the Publications Office at the Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210; (800) 848-4815 or (614) 292-4353.

SECTION V. TEAM BUILDING

INTRODUCTION

The process of transition can become less confusing by looking at the various levels at which activity must occur. For the purpose of this handbook, four levels of activity have been identified for you:

- **Administrative Teams** are those created to assure communication among administrators of various agencies and to ensure that those with decision-making power are actively involved in transition efforts within the local community. This team is comprised of administrators from the local schools and agencies involved in transition.

Effective transition requires strong teams.

- **Placement Teams** are those involving practitioners in the transition process--teachers, agency counselors, local employers, and others. The focus is building networks and solid working relationships to secure employment placements for students served in the locality.

- **The Student's Individualized Transition Team** includes teachers, agency counselors, parents/guardians, and the student. This team plans a student's transition process and measure their progress.

- **Local Interagency Task Force.** In order to best understand the role of the task force and the individuals who comprise it, it is important to understand the three teams with roles in the task force. These teams and their interrelationships are depicted in figure 7.

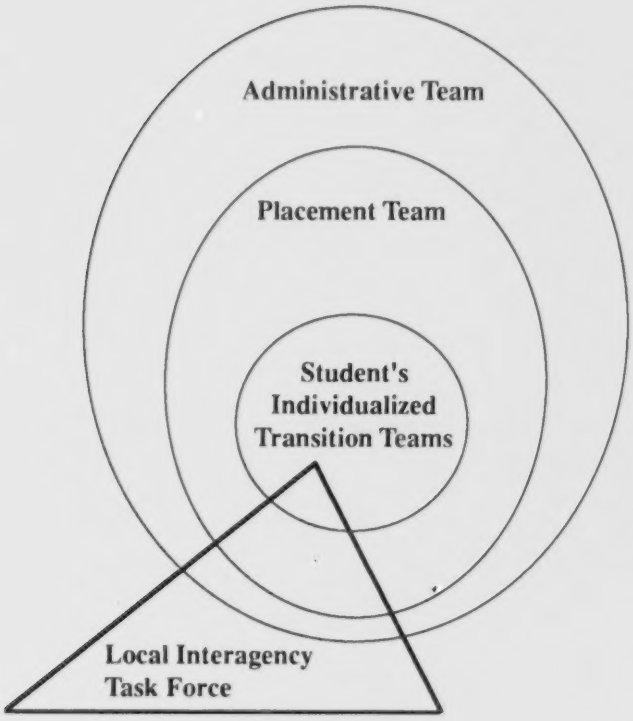

FIGURE 7. Local Interagency Task Force Model

Transition can (and does) occur even with only portions of these components in place. The need for all of the components is based on a goal of effective successful transitions for all students. For the purposes of this handbook, the desired effect of the transition process is to create a good match between a student's talents and abilities and a job/career in the community and to prepare the student with the skills necessary to maintain this job/career until such time as they desire and locate a new or different job successfully. A comprehensive system of interagency cooperation can assure that a smooth school-to-work transition is implemented.

ADMINISTRATIVE TEAMS

Introduction

Without administrative cooperation between the various agencies involved in the transition process, many components necessary for a smooth, effective transition for individual students simply are not in place. Many barriers can only be removed by this level of personnel, therefore, the importance of their involvement cannot be overstated.

Administrators often must be shown their role in the transition process and be urged to consider the importance of this role. Generally, administrators fall into four categories:

- **Involved/supportive administrators** understand the importance of transition efforts and involve themselves in network building and other activities to ensure effective transition for the persons served by their organization.

- **Uninvolved/supportive administrators** are not actively involved in transition efforts but permit their staff to take active roles. This is misleading because personnel appear to be supported by this type of administrator. Unless placement level personnel are given decision-making power under the guidance of this type of administrator, they are essentially unsupported.

Administrative support removes many barriers to transition.

- **Involved/unsupportive administrators** rigidly adhere to a schedule or set of rules and are very involved in seeing that all personnel follow these same rules are not supportive. Just as students require individualized programs, teachers and agency personnel must also maintain flexibility to meet the wide variety of students' needs. Such an administrator tends to avoid change or variations from long-established tradition and is very vocal about issues that hint of such change. For a number of administrators, preparing students with disabilities for the world of work and helping them to secure job-placements is a threatening change.

- **Uninvolved/unsupportive administrators,** either from lack of information or lack of commitment, choose not to become involved in leading their organization in the transition process. This type of administrator

will often become involved and supportive when they are presented with information about the process and the ways in which they can participate.

Simply urging administrative participation in such a team effort will work in many instances. In other situations, administrators from the other participating organizations and agencies may need to approach the person who does not clearly see or wish to assume his/her role as an administrator in the transition process.

Roles of the Administrative Team

The Administrative Team has the following major responsibilities:

The administrative team needs to be aware of a variety of roles.

- **To become familiar with each participating agency's programs, services, and practices and to brief each staff on the other agencies.** One role of an administrative team is to familiarize each agency administrator with the procedures and policies of the other agencies and to provide a forum to alleviate those conflicts between different agency procedures. Each administrator participating on an administrative team must be the person with some degree of power to create or evoke change within his/her agency or organization. It is this ability to create change that is the purpose of the administrative team. Superintendents and Special Education Regional Resource Center (SERRC) personnel should be involved on the local administrative team. Exhibits 15 and 16 offer sample forms that may be used by the administrative team or by the local interagency task force to obtain and record the necessary information about each participating agency.

  After initial meetings of regular frequency (e.g., bi-monthly), this team can meet less frequently or as the need arises. If a communication plan is developed by this team, the need for formal meetings may be minimized. As members of the team become familiar with the programs and eligibility requirements imposed by other team members' agencies, organizational-shaping decisions can often be made without potential loss of needed services. For example, an organization may be contemplating cutting a job placement program for veterans with mental illness. After discussing such an idea with the administrative team member, the administrator may realize that his/hers is the only agency providing such a service to this group and may opt to cut a different program or service that may be duplicated by other agencies.

Ongoing review of the transition effort assures quality services.

- **To be aware of the strengths and weaknesses of local transition efforts and make necessary changes.** The administrative team should assess the existing local transition efforts. This responsibility is inherent in the team's role, as the team is comprised of those individuals with power to evoke necessary change. The local interagency task force offers one source of information as to the effectiveness of local transition efforts.

- **To assess client/parent/student satisfaction with the existing system of service provision and to make changes suggested by those receiving services.** In addition to the task force, agency clients and parents and their school-aged children must be asked about their satisfaction with transition-related services received. It is important to assess the satisfaction of those at all levels of the process to determine both the positive and negative aspects of local programs.

  Some administrative teams have conducted surveys to assess satisfaction levels. Others used more quantitative measures of successful placements versus total persons served. It is important to gain a qualitative measure to determine where changes are necessary. Whatever methods for assessing satisfaction used, it must be remembered that those who are the focus of a transition process have insight that cannot be offered by agency or school staff.

- **To draft and develop formal interagency cooperative agreements to reinforce and underscore local transition efforts.** The team members are in a position to draft and develop formal interagency agreements by using the information and expertise of the local interagency task force. A sample interagency agreement from the Wayne County Interagency Transition Team follows.

WAYNE COUNTY INTERAGENCY TRANSITION TEAM AGREEMENT

I. Mission

The Wayne County Interagency Transition Team (WCITT) is a team of local agencies and organizations serving persons with barriers to self-sufficiency in transition toward community living and employment. Transition is defined as the process of coordinating services that promotes individual self-sufficiency. WCITT acts as a catalyst to improve transition services countywide through interagency cooperative planning, commitment of resources, and information exchange.

The purpose of the WCITT is to facilitate working relationships among participating county agencies. These agencies will work cooperatively to develop a system of services so that all persons faced with a barrier to self-sufficiency in Wayne County may have the opportunity to function within a community as independently as possible.

II. The Wayne County Interagency Transition Team Representatives

The following organizations and agencies participate on the Wayne County Interagency Transition Team, hereafter known as WCITT.

ADMH Board
215 South Walnut
Wooster, Ohio 44691

Children Services
2534 Burbank Road
Wooster, Ohio 44691

Community Action
317 Gasche Street
Wooster, Ohio 44691

Counseling Center of Wayne/Holmes
231 North Buckeye Street
Wooster, Ohio 44691

Goodwill Industries
1034 Nold Avenue
Wooster, Ohio 44691

Human Resource Center
2692 Akron Road
Wooster, Ohio 44691

Ida Sue/Nick Amster Workshop
266 Oldman Road
Wooster, Ohio 44691

Job Training Partnership
211 East Liberty Street Suite 210
Wooster, Ohio 44691

Ohio Rehabilitation Serv. Comm.
711 Winkler Drive Suite A
Wooster, Ohio 44691

Residential Support Services
337 West North Street
Wooster, Ohio 44691

Social Security Administration
201 East Liberty
Wooster, Ohio 44691

Wayne County Alcohol Services
149 East Liberty Suite 211
Wooster, Ohio 44691

Wayne County Board of Education
2534 Burbank Road
Wooster, Ohio 44691

Wayne Co. Dept. of Human Services
2375 Benden Drive
Wooster, Ohio 44691

Wayne Co. Juvenile Court
107 West Liberty, Courthouse
Wooster, Ohio 44691

Wayne County Schools Career Center
518 West Prospect Street
Smithville, Ohio 44677

Ohio Bureau of Employment Services
221 Beall Avenue
Wooster, Ohio 44691

W.H.I.R.E.
215 South Walnut
Wooster, Ohio 44691

III. Goals & Objectives

1. Arrange for opportunities and services which will support working and living in a community.

   A. Facilitate an appropriate Individual Transition Plan for eligible individuals.

2. Promote a continuum of appropriate transition services.

   A. Assure that involved agencies and service understand each other's functions and resources.

   B. Understand current state and federal laws.

   C. Identify service gaps and foster the development of needed services.

   D. Assess the progress of transition services to assist the county for planning purposes on a yearly basis.

3. Maximize independence, productivity and community integration of person's with barriers to self-sufficiency.

   A. Promote the development of viable countywide transportation options.

   B. Educate/inform the community concerning the needs of persons with barriers to self-sufficiency.

4. Develop methods which foster interagency planning for the provision and delivery of services.

   A. Assure that existing resources be used more efficiently and effectively through interagency service planning and coordination.

   B. Provide technical assistance to local committees, professional organizations, services, and agencies.

IV. Implementation of the Agreement

Members of the Transition Team shall meet on a regular basis to implement the goals & objectives of the agreement.

V. Terms of Wayne County Interagency Cooperative Agreement

The Wayne County Interagency Transition Team is open for participation from any agency involved in providing transitional services to their students/clients.

A Chairperson and secretary shall be elected at the first meeting of the calendar year.

This agreement may be amended or revised any time by the team given the approval from the majority of those present. Amendments will be attached to the agreement and submitted to the chairperson.

JOB PLACEMENT TEAMS

To provide the transition process with an ultimate goal, employment of the students in the process, it is important to identify employment possibilities within the community. This is the role of the local job Placement Team.

Roles of the Placement Team

Job placement teams need to focus on employment.

Job Placement Teams are near the heart of the transition effort. Composed of professionals with the responsibility of job placement for their agency or organization, the placement team provides the opportunity to share information, job leads, and changes in eligibility requirements between agencies. For example, a placement team in Columbus, Ohio, might consist of representatives from the local Ohio Bureau of Employment Services (OBES) office, MR/DD placement staff, Mental Health placement staff, and work-study coordinators from several local vocational programs. These individuals generally meet monthly to share job leads and information on available placements for which they do not have appropriate clients. Specific roles of the Job Placement Team are as follows:

- **To determine local labor market conditions.** The availability of jobs and local economic development activities determine the types of training that will be useful to students. Labor, business, and industry conditions affect the transition process in the following ways:

  - Recent technological advances have reduced dramatically the number of unskilled and semiskilled jobs typically held by persons with disabilities.

  - Academic, behavioral, and social handicaps place workers with disabilities at a particular disadvantage, especially during periods of high unemployment.

  - The invisibility of many handicaps often cause employers to develop unrealistic expectations of workers with disabilities.

The local chamber of commerce is an excellent source of information. Many local chambers publish brochures offering descriptions of the local labor market trends as well as manuals listing data on all member businesses. Information on state labor market trends is also available. In Ohio, both the Department of Labor (DOL) and the Ohio Bureau of Employment Services (OBES) provide information on state employment possibilities and statistics.

Marketing the abilities of the student in transition is essential.

- **To offer a coordinated program that markets the abilities of those with disabilities to potential employers.** Two significant transition problems are solved by using placement teams:

  -- Better job matches can be created within a larger pool of jobs.

  -- Employers who are willing to hire persons with disabilities are able to get their needs met more consistently.

One benefit of placement teams is the ability to provide employers the opportunity to witness an organized, professional approach rather than placement efforts characteristic by the lack of interagency coordination and cooperation.

- **To secure employment placements (long- and short-term) for participants in the transition process.** Developing a profile of local employers involves screening the local community for potential jobs appropriate for individuals with a variety of special needs. Initially, a general screening should be conducted so that employers can be contacted later about job openings. The intent of this screening is to determine the general nature of the job market in the community. After the screening is complete, employers can be contacted about specific job openings (Wehman & Moon, 1987).

Job Development

Job development activities include discovering the variety of employment possibilities within a community and determining which employers will hire students for short- and long-term positions. Often the responsibility for job development can best be handled by the placement team.

The first step in job development is determining the nature of employment possibilities available within the community. Some job placement specialists have found the development of an employer file helpful. Organized by types of jobs typically available, each employer in the community is represented by an index card (see exhibit 10). This type of file is best maintained at each site conducting job placement activities, but information collection activities can be coordinated through the local placement team.

EXHIBIT 10

EMPLOYER INDEX CARD SAMPLE

NAME AND ADDRESS	TYPE OF JOB
Smith's Plumbing	Plumber's Helper
CONTACT PERSON	
George Smith, Jr.	
TYPE OF BUSINESS	**CONDITIONS REQUESTED**
Plumbing	Potentital employee must be fully mobile.
NO. OF EMPLOYEES	
5	

FRONT

DATE	CONTACTS & DESCRIPTION
8-28-89	Talked with Mr. Smith by telephone
9-15-89	Referred this job to voc. instr. at Rose Street School
9-17-89	Bill White (Rose Street School voc . instr.) set up job-tryout for a student

BACK

This type of job index system can be made by each job placement specialist. By sharing these job leads with others on the placement team, a "job bank" is created. Placement teams could create a more formal job bank by urging employers to contact one source for employable workers and then pooling the job leads for each of the participating agencies.

Another technique used by placement team members is a job survey (see exhibit 11). Such a survey provides more information than the index card system. These two methods can be used separately or jointly.

EXHIBIT 11

JOB SURVEY SAMPLE

I. COMPANY OVERVIEW

Name of Company: _____
Address: _____
_____
Phone: _____
Type of Industry: _____

Name and Title of Contact Person: _____
_____

Total Number of People Employed: Full-time____Part-time____

II. POSITION OVERVIEW

Position Title: _____
Number of People Employed with This Title: _____
Frequency of Job Turnover in this Position: _____
Why? _____
_____

III. ENVIRONMENT OVERVIEW

Physical Environment Description:_____
_____
_____
_____
Social Environment Description:_____
_____
_____
_____
Number of Coworkers in Direct Contact with Trainee: _____
Available Supervision:_____
Importance of Speed:_____
Anticipated Cooperation of Other Employees:_____
_____
Physical Appearance Requirements:_____
_____
_____
_____

EXHIBIT 11—continued

IV. COMMENTS

A common complaint voiced by employers is wanting to employ an individual with a disability or other "hard-to-place" person only to learn that the cooperation across agencies is so poor that often the a worker cannot be secured. If a school does not have a student who's interests, abilities, and training match a potential job the school should contact other agencies with workers to be placed on jobs. A placement team provides opportunity for this type of cross-agency cooperation in order to assure that community employers' needs are met.

The support the placement team gives to new members ensures continuity of effort.

Other benefits of the placement team includes the ability to quickly orient a new member to the team. In situations without placement teams, should a placement professional leave his/her job and be replaced by a new person, it is very difficult (if not impossible) for this new person to become oriented to all the job development and placement activities undertaken by his/her predecessor. In instances where placement teams have been established, the new placement professional has a group of peers with whom to share concerns, issues, and questions.

STUDENT'S INDIVIDUALIZED TRANSITION TEAM

Transition planning begins at the IEP/ITP meetings.

For any one student with a disability, there is a team of people working to create a personalized transition experience for that student. The IEP (Individualized Education Plan) or the IWRP (Individualized Written Rehabilitation Plan) can be used to initiate a transition process. Ideally the transition process should begin 4 years before the student is scheduled to graduate. At this time it is a good idea to use the IEP meeting to begin establishing longer term work goals and support needs of the student--needs extending beyond graduation.

Roles of the Individual Student Transition Team

In determining who should attend the meetings to discuss transition, begin with a review of the IEP to identify the school personnel who have previously worked with the student. These individuals, the student, and the student's parent(s)/guardian may meet initially to establish which adult services providers (and possibly employers) should be involved in the IEP transition planning meeting. Because transition is a complex, evolving process including assessment and reassessment and focused on both immediate and long-term goals, the persons selected to participate in the meetings should be able to contribute ideas about one or more aspect of the student's transition needs. A master "tickler list" of personnel can be created as a technique to assist the transition coordinator in planning meetings (see exhibit 12).

The team should meet as often as necessary to accomplish the goals identified for the student. Members of the student's team (with the exception of the student and the parents) often serve on teams for more than one student. Transition efforts for more than one student can be coordinated by one team without losing the individual planning focus necessary for a smooth transition.

Specific role responsibilities of the Individual Student Transition Team are as follows:

- **To concisely plan short- and long-range work goals for the student.** As with typical students, students with disabilities must prepare for the world of work with summer employment; part-time and/or after-school work; and community and volunteer work. It is the role of the student's transition team to ensure that these opportunities are sought and that the student is provided the appropriate opportunities to experience employment.

EXHIBIT 12

ITP MEETING PARTICIPANT TICKLER LIST SAMPLE

Transition Coordinator: _____

1. STUDENT: *John Doe*
2. PARENT/GUARDIAN (and Other Family Members): *Mr. Doe and daughter, Betsy Smith*
3. ANY OTHERS SIGNIFICANT TO STUDENT: Mr. David Bates (Big Brother Assoc.)
4. SCHOOL PERSONNEL:
   - o classroom teacher: *Karen Ball*
   - o vocational instructor: *Steve Henry*
   - o special education supervisor: *Lynn Greer*
   - o VOSE coordinator: *Larry Green*
   - o work-study coordinator: *Rick Dawson*
   - o guidance counselor: *Dr. Rogers*
   - o local district personnel (e.g., psychologist): *Dr. Baker*
   - o ancillary staff (e.g., speech therapist, physical therapist, occupational therapist, classroom aides):
5. REHABILITATION SERVICES COMMISSION (RSC): *Wilma Hilton, BVR Counselor*
6. SOCIAL SECURITY ADMINISTRATION:
7. DEPARTMENT OF HUMAN SERVICES:
8. OHIO BUREAU OF EMPLOYMENT SERVICES:
9. JTPA:
10. MENTAL HEALTH:
11. MR/DD: *Beverly Williams, Case Manager*
12. OTHER: *Carl Malinto, Scout Master, Troop 211*

- **To match the student's abilities and talents to jobs available in the community.** In concert with the placement team representatives, employment placements in the community must be matched appropriately to the student's abilities. The benefits of a good job match cannot be understated. No one enjoys doing work that is unmatched to his/her skill levels, interests, and personal values.

- **To communicate the goals and plan to all persons with a role in the student's transition process.** The only way to ensure communication of a student's plan and the goals contained successfully therein is to draft a written plan. This plan may be a component of the student's IEP, IWRP, or may be an individualized transition plan (ITP). These written goals can then be tracked to see if progress toward the goals is being made. Copies of the student's goals should be made available to each participant on the student's transition team.

- **To arrange for the provision of necessary education and training experiences to meet the goals for the student.** Securing the support of the teaching professionals and ensuring their understanding of the student's goals, needs, and learning styles is imperative. Often teaching professionals will be part of the school staff. If not, appropriate releases must be signed to permit those charged with education and training a full assessment of the student. Schedules must be made and followed to ensure that all the education and training components of the ITP are met.

- **To arrange for the provision of job coaches and other support services to the student in the workplace.** The student's transition team must determine those additional support services necessary to ensure the student's success and to determine sources for these support services. Many support services will be readily identifiable based on the student's progress in school, other services necessary may not be apparent until the student is on the job. It is for this reason that follow-along by the transition team beyond initial placement is important.

- **To follow-up with employers to determine the success of the job match and the degree to which employer needs are being met.** A system for follow-up must be implemented. This system must be one that includes regular review of each student's placement. Employers should be given the name and phone number of an individual to call in case of a problem. Personnel

with responsibility for follow up should contact this contact person regularly to learn of changes, failures, and successes that might impact modifications in the ITP process.

- **To intervene as appropriate to provide additional training or support services necessary to ensure continued successful employment.** Again, providing the employer with the name and phone number of a contact person who is in a position to provide additional training or support services is imperative. This contact person should also demonstrate initiative in checking with employers, coworkers, and the newly hired worker to determine if potential problem areas exist.

- To coordinate residential and leisure services with appropriate case managers. It is critical to ensure that persons with disabilities have the opportunity to live and play as independently as possible in the community. The IEP/ITP team should coordinate appropriate support services with case managers from MR/DD or mental health providers.

As with IEP meetings, care must be taken in ITP meetings to involve parents to the degree they desire. Providing parents with the names and organizational affiliation of the various participants is helpful. In addition, explaining abbreviations, or just not using them, can be instrumental in avoiding parental exclusion at these meetings.

One technique discovered in Ohio's Project NETWORK was to ask parents for their input first at such meetings. Many times after the "experts" have offered their opinions, there is very little for the parent to add forcing them into nonparticipation.

Further, it is important to provide parents with the opportunity to share the impact various courses of action might have on their family life. In doing this, situations that later might result in lack of parental support can be avoided.

LOCAL INTERAGENCY TASK FORCES

Placement teams working in a coordinated effort with Administrative Teams and representatives from individual student support teams are commonly known as Local Interagency Task Forces. The Local Interagency Task Force provides the forum for the various teams to communicate with each other. The task force is made up of individuals who agree to meet on a regular basis in order to--

Local Interagency Task Forces promote and stimulate effective transition planning.

- o share information about their programs,
- o coordinate services across agencies,
- o share job leads, and
- o develop policies and interagency agreements to coordinate services across agencies to benefit persons with disabilities.

A Local Interagency Task Force should include all persons involved in preparing individuals for work, job placement, and follow-along services. Personnel (including administrators) from a variety of agencies should be invited to participate.

The purpose of the Local Interagency Task Force is to coordinate services for persons with disabilities as they prepare and enter competitive employment in the local area. Using the task force as a vehicle to share information about new programs, new personnel, and changes in existing programs permits more appropriate referrals, facilitates smooth delivery of services, and stimulates program development to meet the real needs of the local community.

Organizing a Local Interagency Task Force

Prior to any meeting of the task force, try to gain the support and involvement of your administrator(s). Identify prospective task force members and contact them about participating on the task force. Organizations and personnel within each agency who you could invite include the following:

- o Public or private schools. Invite any person who is or may be a transition coordinator, for example,
  - -- Director of Special Education,
  - -- Work-study Coordinator,
  - -- Vocational Special Education Coordinator,
  - -- Job Training Coordinator,
  - -- Occupational Work Experience (OWE) Coordinator,
  - -- Job Placement Coordinator, and/or
  - -- Vocational Evaluators.

- Rehabilitation Services Commission
  - -- Bureau of Vocational Rehabilitation [BVR] Counselors
  - -- Bureau of Services to the Visually Impaired [BSVI] Counselors
- County Boards of Mental Retardation/Developmental Disabilities (MR/DD)
  - -- Job Placement Coordinators
  - -- Community/Placement Case Managers
- Private Industry Councils (PICS)
  - -- PIC Staff
  - -- Service Providers
- Bureau of Employment Services (OBES in Ohio)
  - -- Employment Counselors and Managers
- Adult Education Programs
  - -- General Education Development Staff
  - -- Placement Counselors
- Mental Health Agencies
  - -- Program Coordinators
- Divisions of Youth Services

Include all potential service providers on your task force.

Initial contact with potential participants is most successful when they are sent a letter over the signatures of several different individuals from different organizations. A time and place must be established for the meeting and the purpose and benefits of the interagency task force should be emphasized. A sample letter of invitation to participate in an interagency task force appears as exhibit 13. Exhibit 14 offer a sample meeting announcement including an agenda.

EXHIBIT 13

LETTER OF INVITATION TO PARTICIPATE IN AN INTERAGENCY CONFERENCE SAMPLE

September 23, 19--

Mrs. Betsy Smith, Director
Prince County Board of Mental Health
1313 Twilight Lane
Forsythe, OH 55555

Dear Mrs. Smith:

Congratulations! You have been selected to participate on the Prince County Local Interagency Task Force. The purpose of this task force is to develop strategies to coordinate the services of persons involved in job placement in Prince County across agencies. Because of the increased emphasis on school-to-work transition and local interagency cooperation, we feel it is important to coordinate our services to better meet the needs of persons with disabilities as they prepare for and enter competitive employment.

This task force will meet on Friday, October 3, 19-- at 2:30 p.m. in the multi-purpose room of Prince County High School at 14567 E. Schoolway. A map, an agenda, and a list of participants are enclosed. If you know of others who are directly involved in job placement, please invite them to the meeting. Also, please bring any brochures or handouts about your program to share with the other participants.

Thank you in advance for your cooperation in this effort. We are confident that through better coordination at the local level, more persons with disabilities will have greater access to quality services that culminate in successful transition to work. If you have questions or concerns, please contact one of us.

Sincerely,

Robert E. Smith Case Manager Prince County MR/DD	Hannah P. Quinton Work-Study Coordinator Prince County High	James Davis Counselor Bureau of Vocational Rehabilitation

EXHIBIT 14

MEETING ANNOUNCEMENT WITH AGENDA SAMPLE

LOCAL INTERAGENCY TRANSITION TASK FORCE

WHAT: Given the increased emphasis on school-to-work transition and local interagency cooperation, better strategies are needed to coordinate the services of job placement specialists across agencies at the local level. This task force will develop strategies to coordinate services across agencies to benefit persons with disabilities.

WHEN: _____

WHERE: _____

WHY: To coordinate job placement of students with disabilities into competitive employment in the Prince County area.

WHO: All persons involved in job placement in Prince County (see attached list).

RSVP: _____

Agenda

1. Welcome and introductions
2. Update list of participants on the Local Interagency Task Force.
3. Gain an understanding of services provided by _____
   (select one participant to describe or provide a tour of their programs)
4. Develop strategies to coordinate services across agencies (e.g., a clear referral policy so all task force members are informed about about how referrals are to be made to another agency).
5. Determine next meeting date, time, and place.
6. Adjourn.

Facilitating an Interagency Task Force Meeting

Although there are no firm and set rules about operating a local task force meeting, the guidelines below offer suggestions. Many task forces rotate responsibility for such jobs as mailing meeting announcements, providing refreshments, and hosting the meeting. For example, one task force might serve as the meeting location and another as the hosting agency that will be responsible for sending the meeting notices and providing refreshments. The organization/agency hosting the meeting should notify their front desk personnel of the meeting and its location within the building so that directions can be provided to visitors. Another task force might be responsible for membership lists. The meetings should strive to be informal but informative.

As program improvements develop, the task force meeting is the ideal opportunity to share any new services or operating procedures adopted by an agency or program.

Facilitation Guidelines

The following guidelines serve as suggestions in operating local task force meetings:

1. As people arrive (before the meeting begins) encourage them to introduce themselves to each other. Reinforce the idea that one of the primary purposes is to network with other service providers.

2. Begin the meeting by asking each participant's name, position, and affiliation. Encourage participants to highlight key features of their programs.

3. Update the task force membership list. Add new names and change/correct existing names as necessary.

4. Review old business. Many task forces use this meeting time to coordinate projects across agencies. Some examples follow:

    a. One task force is sponsoring an Interagency Conference for service providers, educators, and parents. The task force has developed the agenda, coordinated printing and publicity, and made site arrangements.

    b. Another task force is documenting lack of available public transportation and brainstorming solutions to this problem.

c. Another task force is developing a local directory to describe the services available from each agency represented on the task force. This directory will be shared with consumers and other information/referral programs across the county.

5. Initiate new business. Address current needs in the community.

6. Determine next meeting date, time, and location.

As organization and communication are vital to maintaining the task force, it is important to develop an information roster including all participants. At the first meeting, gather information about each of the participants and their agencies/organizations. Ask for additions and changes at each subsequent meeting of the task force. Exhibits 15 and 16 offer sample forms to be used in gathering and sharing this information.

Drafting Formal Agreements

After several meetings, participants may discover that a more formal agreement between the agencies may be helpful to keep efforts on a goal-oriented track. Also, a formal agreement will help new personnel to understand the transition process in their community and to become a contributing member of the team.

See exhibit 17 for a sample interagency agreement. In addition, the following components have been found to be useful when drafting such an agreement:

- A purpose for the agreement
- A list of the participants (by agency)
- A mission statement
- Stated responsibilities for the task force/transition team
- Stated goals and objectives of the task force/transition team
- Setting a time limit or term for renegotiation of the formal written agreement
- Signature of the administrators of each agency

EXHIBIT 15

INFORMATION GATHERING SHEET--1 SAMPLE

PROJECT/PROGRAM NAME:

MAILING ADDRESS:
CONTACT PERSON:
PHONE NUMBER:
TTY NUMBER:

PROGRAM DESCRIPTION (please describe your services in 25 words or less):

SERVICE AREA (city, county, or other specific areas encompassed by your services):

HOURS:

__ morning
__ afternoon
__ evening
__ by appointment only
__ walk-in
__ other (specify)_____

SERVICE COSTS:

__ free
__ sliding scale
__ flat rate (specify)_____
__ other (specify)_____

SERVICES:

__ counseling
__ tutoring
__ training
__ job placement
__ health services
__ job search skills
__ job survival skills
__ parent support
__ information/referral
__ transitional employment
__ job clubs
__ vocational assessment
__ on-the-job training
__ adult education
__ recreation programs
__ Other (specify)_____

ELIGIBILITY:

a. Must applicants reside in service area indicated above to receive services?
__ Yes __ No

b. Does your agency have age-related eligibility requirements?
__ 14-16 __ 16-18 __ 18-21 __ 21-above __ None

c. Specific Disabilities Served:

__ specific learning disability
__ severe behavior disorders
__ hearing impairment
__ orthopedically and/or other health disorders
__ developmentally disability
__ visual impairment
__ multihandicapped
__ disadvantaged (academically or economically)
__ Other (specify) _____

EXHIBIT 16

INFORMATION GATHERING SHEET-2 SAMPLE

AGENCY NAME:

MAILING ADDRESS:

CONTACT PERSON:
PHONE NUMBER:
TTY NUMBER:

PROGRAM DESCRIPTION (Please describe your services in 25 words or less):

SERVICE AREA (To which city, county, area does your organization offer services?)

HOURS (Please indicate regular hours of business and whether your services require advance appointments):

SERVICE COSTS (Are your services free or is there a specific cost per hour/service?)

SERVICES (What specific services do you offer [e.g., counseling, tutoring, parent support, information referral, etc.]?):

PRIMARY EMPLOYMENT/TRAINING SERVICES PROVIDED (If applicable):

ELIGIBILITY (List ages, residential requirements, specific disabilities, etc.):

EXHIBIT 17

INTERAGENCY AGREEMENT (SAMPLE)

Purpose of the Interagency Agreement

To formalize and clarify the roles, responsibilities, and goals of the Interagency Transition Team for St. George County.

The Interagency Transition Team for St. George County

This committee is made up of representatives from the St. George Public Schools, the Seatown City Schools, the St. George County MR/DD Board, the Habilitation Center of Pirateville, and the Bureau of Vocational Rehabilitation. These agencies provide services for persons with moderate and severe disabilities in the St. George County area. Individuals in the following positions will comprise the Interagency Transition Team for St. George County:

Executive Director
Habilitation Center
Piratesville, Ohio

Director of Vocational Services
Seatown City Schools
Seatown, Ohio

Director of the Cooperative Education Program
St. George Public Schools
St. George, Ohio

Counseling Supervisor, District #3
Bureau of Vocational Rehabilitation
St. George, Ohio

Executive Director
St. George County MR/DD
St. George, Ohio

Mission of the Interagency Transition Team

The mission of the Interagency Transition Team is to enhance the transition of students with moderate and severe disabilities from school to work and adult living environments.

Philosophy of the Interagency Transition Team

The St. George County Interagency Transition Team accepts and supports the principles of normalization and integration in the least restrictive environment. It is the intent of this transition team to support the development

and maintenance of community-oriented services that will help individuals to more fully experience and participate in life's benefits and reach their highest degree of self-sufficiency and fulfillment as more fully productive, competitive, and contributing members of our community. It is our belief that given sufficient support and resources, each individual, regardless of disability, has the potential to progress and be employed in the community. Interagency collaboration between schools and adult services is necessary if we are to help students reach their maximum potential.

Responsibilities of the Interagency Transition Team

1. Meet on a periodic basis to discuss issues, concerns, and administrative tasks related to the transition process.

2. Act as the local coordinating transition committee for students with moderate and severe disabilities who are "aging out" of school.

3. Facilitate transition planning between the schools and adult service providers.

4. Maintain and update the Interagency Transition Team and Placement Committee Interagency Agreements.

5. Evaluate the effectiveness of services in relation to "quality of life" outcomes.

6. Advocate for needed resources, policy changes, and service development.

7. Promote the development and maintenance of post-school community-based employment opportunities.

8. Provide guidance and support to the Job Placement Committee and any other entities that can help enhance or accomplish transition-related goals.

Goals and Responsibilities of the Interagency Transition Team

1. Meet as a committee on a monthly basis.

2. Develop and maintain the Early Referral Process for students between the ages of 18-21.

3. Oversee the development and implementation of Individualized Transition Plans (ITPs) on an annual basis for students between the ages of 16-21.

4. Provide parents/guardians/students with information on transition and adult services available in the St. George County area.

5. Facilitate the provision of job placement and follow-up services for students prior to and following high school graduation.

6. Encourage the development and maintenance of post-school community-based employment opportunities for individuals with moderate and severe disabilities.

7. Facilitate in-service training for agency staff to promote more effective transition planning, service development, and program service delivery.

8. Assist the Job Placement Committee in developing referral procedures for students targeted to community-based training, job placement and follow up, or supported employment sites.

9. Evaluate transition related activities on an ongoing basis. All procedures to be reviewed at least annually.

Term of Agreement

This agreement shall become effective February 31, 1990, and shall continue for a period of one year. Thirty days prior to the expiration date, the agreement will be evaluated by the organizations party to it. Renewal of the agreement will be negotiated at this time. This agreement can be terminated by any party upon thirty (30) days prior written notice.

In witness thereof, the parties have executed this agreement this day of _____, 1990

Executive Director Habilitation Center Piratesville, Ohio	Counseling Supervisor, District #3 Bureau of Vocational Rehabilitation St. George, Ohio
Director of Vocational Services Seatown City Schools Seatown, Ohio	Executive Director St. George County MR/DD St. George, Ohio
Director of the Cooperative Education Program St. George Public Schools St. George, Ohio	

SECTION VI. SUMMARY

INTRODUCTION

The generally recognized mission of education in the United States is to prepare students with the skills necessary to be contributing adults in our society. Similarly, the mission of special education for students with disabilities is to prepare each of these students to be a contributing member of society by providing high-quality programs and services designed to develop academic, social, citizenship, and career life skills that lead to independence as adults (Division of Special Education 1990).

Research studies, panels of experts, and commissions designed to look into the problems particular to students with disabilities all agree to the lack of congruence between the outcomes of secondary special education programs and the demands of roles such as worker, citizen, and independent adult.

The inadequacy of our secondary special education programs has been well documented by numerous studies. For example:

Current data indicate the need for serious changes in secondary special education programs.

- o Fifty to 80 percent of working age adults with disabilities are jobless (Civil Rights Commission 1983).
- o Over 30 percent of students enrolled in secondary special education programs drop out of school (Wagner 1989)
- o Fewer than half of youth with disabilities who have exited high school held competitive jobs 1-2 years after high school (Wagner 1989; Gill 1984; Wehman, Kregal, Seyfarth 1985).
- o Only 40 percent of youth with disabilities were reported to perform functional tasks such as counting change, telling time, using the phone, and reading common signs without assistance (Wagner 1989).

These outcome data draw specific attention to the need to improve the scope and quality of transition services. The 1986 revisions to the Education of the Handicapped Act (P.L. 99-457)

authorized a new transition initiative. In response to congressional authorization for new initiatives for transition services, the Office of Special Education and Rehabilitative Services defined the critical components of transition planning and set in place new model demonstration programs throughout the country. The critical components of transition are as follows:

1. Effective high school programs that prepare students to work and live in the community

2. A broad range of adult service programs that can meet the various support needs of individuals with handicaps in employment and community settings

3. Comprehensive and cooperative transition planning between education and community service agencies for the purpose of developing needed services for completers, leavers, and graduates. (Halloran & Ward 1988).

Effective transition services for all youth with disabilities is a commendable goal. However, the outcome data listed previously, the status of our secondary special education programs, and the ability of current adult service agencies to provide the support services necessary to ensure that youth actually maintain employment and independent living situations are the realities that we must deal with today.

WHAT YOU CAN DO ABOUT TRANSITION

This handbook offers many approaches to be used by the transition coordinator. The variety of suggestions presented here--ranging from starting a local interagency task force to coordinating one student's transition to work can be overwhelming. The primary issues are (1) realizing that students with disabilities often cannot transition themselves and that there is a legal mandate to provide assistance services and (2) starting somewhere is better than doing nothing.

Starting somewhere in the transition process is better than doing nothing.

Recommended places to start are with school and agency administrators. Meet with your administrator and review what has happened to students that you have served in the past. Are they working? Are they enrolled in some type of productive activity? Brainstorm ways that personnel in your school district can become more effective transition coordinators. Perhaps the school administrator would be willing to facilitate an interagency task force. Perhaps your school could host an interagency transition workshop for school and agency personnel and parents. The content and overheads in this handbook are yours to use to help motivate every teacher, coordinator, and supervisor that has a role in developing IEPs to make transition a priority.

If you have difficulty motivating the entire school staff to take a serious look at the goals of your secondary special education program, then concentrate on the students and families that you assist. As you provide input into the IEP, analyze each goal and objective as to whether this is really going to help make the student more employable? Or are there knowledge, skills, and experiences that might better serve the student? Improving reading comprehension and spelling accuracy from a 2.0 grade level to a 2.5 grade level is not going to increase a senior's ability to function on a job. Yet, gaining work experience can teach the student that he or she can make a significant contribution in the world of work.

The IEP must be focused on transition to work and independent living.

Remember that your objective is to develop a conscious, definitive plan to assist each student to gain employment. For such an idea to become reality, a systematic planning process must be in place. If IEPs are relevant documents that guide the delivery of quality services then you are heading in the right direction. But if IEPs are developed in isolation, signed in a 15-minute conference where parents are intimidated into submission with "the-professionals-know-best" attitude, and filed and forgotten, then transition and education for employment are simply rhetoric.

There are many methods and formats for developing an IEP/ITP plan that reflects input from the student, the family, and school and agency personnel. Different components of the entire plan may be reflected on several different documents. For example, the school's goals and objectives may be recorded on the actual IEP form, the rehabilitation counselors services may be documented on the IWRP form, the MR/DD case manager's habilitation plan may be on the IHP form, and the family's goals and objectives may be on the ITP form. The important element of this type of transition planning is that each plan is coordinated, and together the school and agency personnel, with input from the student and parents, develop a comprehensive plan that maximizes the potential of the student.

There are also many benefits to writing each component of the transition plan down as one ITP plan, or several coordinated individualized plans. Some of the obvious benefits include these:

- It provides a written record of the decisions made and the course of action to follow.
- It serves as a motivational device.
- It provides the student and the IEP/ITP team members with a sense of progress.
- It encourages the student to assume responsibility for his/her own learning.

- It provides a vehicle for periodic evaluations.

- It treats the student and each participant as a responsible adult (Meyer 1978, as cited in Technique for Individualization by Pritz 1988)

Many programs throughout the country have demonstrated how the effective school-to-work transition process can be initiated by secondary special education and vocational programs and then maintained by the local adult service system. There are over 15 Ohio programs listed in appendix F that are willing to share how the transition planning process was developed in their community. Contact your peers and find out how they have implemented an effective transition program.

As Ohio's Project NETWORK staff have worked with school personnel during the 3-year federally funded and state-supported grant, signs of optimism have been observed in terms of the provision of transition services. These signs include the following:

- Special educators are starting to perceive and accept responsibility to prepare youth to live and work in the community.

- The state interagency task force has begun to meet on a regular basis to refine policies and procedures to make effective transition planning a reality.

- Over 20 local interagency task forces have begun to meet on a regular basis to share resources and coordinate their services.

Progress has been made. It's up to each of us to do our part.

- Vocational education has provided occupational skills to persons with disabilities through the development of over 100 "Option 4" programs.

- During fiscal year 1989 vocational programs served over 26,000 students with disabilities.

- The Employability Skills project sponsored by the Ohio Division of Special Education has delivered handbooks and workshops to thousands of special educators across Ohio.

- Demographic changes are causing employers to consider youth with disabilities as a contributing solution to the dwindling working-age population.

These signs of optimism indicate that the quality of life is improving for persons with disabilities. As life improves for persons with disabilities, it improves for all the people.

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SECTION VII. GLOSSARY

Accessibility--That point in which individuals are able to arrive at a facility, enter it, and move about inside the building with little or no assistance.

***Adaptive Behavior**--The effectiveness with which the individual copes with the natural and social demands of his or her environment. Adaptive behavior has two major facets:

1. The degree to which the individual is able to function and maintain himself or herself independently and
2. The degree to which he or she meets satisfactorily the culturally imposed demands of personal and social responsibilities. [3301-51-01]

Adaptive Equipment--Specially designed equipment, fixtures, and other devices that permit people with disabilities to function effectively in performing learning and work tasks.

Advocacy Organizations and Groups--Individuals who represent and fully support the interests and causes of a specific individual or group of people.

***Annual Goal**--A mandated component of the individualized education program (IEP). Annual goals indicate the general direction the student with a disability will follow during the year and describe the performance to be demonstrated at the end of the year. According to the Ohio Department of Education, *annual goal* means expected behavior to be achieved throughout the implementation of the child's individualized education program (IEP). These goals must meet the unique needs of each handicapped child as determined by appropriate evaluation techniques and/or instrumentation.

Applied Academics--The instruction of mathematics, language arts, and science using an applied approach to prepare students for employment and lifelong learning. The application may be correlated to a vocational program or be a precursor to vocational program enrollment.

Articulation--A prescribed curriculum sequence--such as between grade levels, between vocational and academic education, and between secondary and postsecondary education--that consists of interrelated components to achieve specified educational outcomes and to minimize duplication.

Assessment--The process of determining the strengths, weaknesses, interests, and learning styles of an individual.

***At No Cost**--All specially designed instruction is provided without charge, but does not preclude incidental fees that are normally charged nonhandicapped pupils as part of the regular education program.

*An asterisk precedes each entry that is the definition as used by the Ohio Department of Education in their publication *Rules for the Education of Handicapped Children* (1982).

At-Risk--Individuals between birth and 21 years of age who are unlikely to acquire skills necessary for higher education and/or employment. Contributing factors may include the following:

- o Alcohol/drug abuse
- o Cyclical poverty
- o Delinquency/truancy
- o Family abuse/neglect
- o Family structure
- o Handicapping/health condition
- o Inadequate readiness skills/developmental delay
- o Inappropriate school curriculum/placement
- o Limited English/non-English speaking
- o Low self-esteem
- o Pregnancy (Ohio Department of Education 1988)

***Awareness Activities**--Those procedures designed to inform the school community and the general public of the school district's current efforts to identify handicapped children who may need special education programs and/or related services.

Career--One's career is multifaceted and consists of occupational, social, leisure, and interpersonal roles.

Career Education--The process of systematically coordinating all school, family, and community components together to facilitate each individual's potential for economic, social, and personal fulfillment and participation in productive work activities that benefit the individual or others.

Career Assessment--Determining the strengths, weaknesses, learning styles, interests, and motivation of a student for the various roles he or she will play throughout life such as student, worker, user of leisure, spouse, parent, and community resident.

Career Passport--An individual portfolio compiled upon completion of a vocational program. The passport includes such items as documentation of work and/or community experiences, a competency profile, student achievement levels, attendance records, leadership experiences, an outline of continuing education needs, and career credentialing.

Case Management Services--Services provided to families of infants and toddlers with disabilities to assist them in gaining access to early intervention services identified in the individual family services plan (IFSP). (34 Code of Federal Regulations [CFR], Part 300, Section 303.6).

CIMS--Child Information Management System

***Child Information Management System**--Abbreviated CIMS. A written set of procedures utilized in the identification, evaluation, individualized education program, placement, and periodic review processes to provide for systematic data collection, classification, maintenance, updating and reporting and which assists in making appropriate educational program decisions for handicapped children who may need special education programs and/or related services.

College Preparatory Program--Educational course work of an academic and liberal arts nature designed to prepare students for college studies.

Community--A general term that in many situations refers to more than a town or city. It refers to a specific geographical area where individuals work together to enhance transition from school to work for handicapped youth.

Competency--The skills and knowledge that comprise a program, as verified by an advisory group from education, business, industry, and/or labor. Mastery of these skills is necessary for job entry, continuing education, and occupational development and advancement.

Competency-Based Education--A list of pupil performance objectives, assessment of student performance, standards to judge performance, and intervention strategies.

Competitive Employment--Employment in a community-based job for remuneration. The term implies that the worker's performance must conform to the established standards within the plant, business, or industry. The term is frequently used to differentiate sheltered employment from jobs that pay minimum wage and require minimum levels of performance.

Comprehensive Vocational Education Planning District (VEPD) Plan--A locally prepared document, updated annually, that outlines the VEPD intent for vocational education programs, support services, and other components that support the modernization of vocational education.

***Consent**--Specifically refers to parental consent:

1. The parent has been fully informed, in his or her native language or other mode of communication, of all information relevant to the activity for which consent is sought;
2. The parent agrees in writing to carrying out the activity for which consent is sought, and the consent describes that activity and lists the records, if any, which will be released and to whom.
3. The parent is informed, in writing, that the granting of consent is voluntary on the part of the parent and may be revoked by the parent at any time.

Continuing Education--Postsecondary education, including self-directed learning and workplace training, that further refines, strengthens, and expands an individual's skills and/or knowledge.

***Continuum of Alternative Placements**--The availability of different types of educational environments, including, but not limited to:

- o Regular classes
- o Supplemental services
- o Individual/small group instruction
- o Special class/learning center located in a public school building, a separate school in the school district, a separate facility, such as, a

county board of mental retardation and developmental disabilities facility, the Ohio State School for the Blind or the Ohio School for the Deaf, a state institution operated by the Ohio Department of Mental Health, the Ohio Department of Mental Retardation and Developmental Disabilities, or the Ohio Youth Commission

- o Home instruction

Cooperative Agreement--A formal written agreement between two or more agencies stipulating the responsibilities of each agency in relation to the cooperative program they are implementing.

Course of Study--An official school district document prescribing what shall be taught based on program philosophy, goals, and objective statements. The mandated vocational courses of study delineate the occupational, academic, and employability skills that are addressed by the program to provide students with the necessary competencies to enter, compete, and advance successfully in a changing work world.

Counseling--Regularly scheduled goal-oriented intervention that is responsive to the decision-making needs of the individual with a disability or his or her family. The primary focus of this intervention is solving interpersonal problems such as disability acceptance, overanxiety, overprotection, and the ability to cope with the daily demands that result from the client's disability.

***Counseling Services**--Services provided by school psychologists, guidance counselors, or other qualified personnel.

Credentialing--The process of recognizing a verified competency list as a basis for hiring or establishing eligibility for employment.

Daily Living Skills--The complementary work-related avocational, family/leisure and civic roles in which an individual should be proficient to live as independently as possible.

***Deaf**--A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

***Deaf-Blind**--Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

Dependence--The state of being dependent as for support; subordination to someone or something needed or greatly desired; the state of being determined, influenced, or controlled by something else.

***Destruction**--The physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

***Developmentally Handicapped**--Significantly subaverage intellectual functioning existing concurrently with deficits in adaptive behavior manifested during the developmental period, which adversely affects a child's educational performance.

*Differentiated Referral System--A referral procedure that specifies type, extensiveness, and priorities of evaluation and/or consultation services.

Disability--Preferred term when referring to the conditions that limit the abilities of an individual (see Handicap).

Disabled--A state of weakened abilities.

*Due Process--The safeguards to which a person is entitled in order to protect his or her rights.

*Early Childhood Education for the Handicapped--Special education programs and related services for children below 5 years of age.

Early Childhood Transition--The movement of a preschool-age youngster from an early childhood program to a school-age educational program.

Early Entry--Within vocational education, this refers to entry within a program before the established timelines for that program. Some students gain early entry because they may need additional time to complete the program.

*Education Records--Those records that are directly related to a student and are maintained by an educational agency or institution or by a party acting for the agency or institution. The term does not include those records excluded under 34 Code of Federal Regulations (CFR) Reg. 99.3.

Employability Skills--Employability skills are those personal-social behaviors and daily living habits that have been identified by employers and young entry-level workers as essential for obtaining employment and for attaining success in the workplace. Following directions, attendance, cooperation, and personal hygiene are examples of employability skills (1987).

Employment--The work in which one is engaged for pay or other considerations.

Evaluation--The process of determining abilities and needs of an individual relative to a particular area (education, vocation, etc.) that may include formal and informal procedures of assessment.

*Free Appropriate Public Education--Special education and related services that--

1. are provided at public expense, under public supervision and direction, and without charge;
2. meet rules for special education adopted by the State Board of Education;
3. include elementary education and secondary education and that may include early childhood education;
4. are provided in conformity with an individualized education program;
5. are provided in conformity with the following guidelines:

    -- school districts are responsible for the identification and multifactored evaluation of all handicapped children below 22 years of age.

-- each school district shall provide a free and appropriate education to all handicapped children, 5-21 years of age, unless the child has completed the 12th grade and has been issued a diploma.
-- school districts may provide educational programs for handicapped children 3-4 years of age. If a program is provided for more than 50 percent of the children in this age range within one classification of handicapping condition, the program must be offered to all children with such handicap.
-- school districts may provide diagnostic services for handicapped children below three years of age and counseling to the parent.

Follow-Up--The process of visiting a special needs employee and employer to provide services and to obtain information upon which to base change.

Functional Curriculum--An approach to instruction through which students learn functional skills in the setting most appropriate for specific skill acquisition (West 1989).

Generalizable Skills--Skills that are required in more than one area of application. In vocational education, a generalizable skill would be a skill used in more than one area of vocational instruction such as measuring.

Guardian--A person appointed by a court who has the same legal responsibilities and prerogatives as a parent, but who may not be expected to have the ward live in the home.

Guidelines--Procedures, as determined by the Ohio Department of Education, for program application and development, report generalization and submission, and other administrative tasks.

Handicapped--Those students evaluated as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multihandicapped, or as having specific learning disabilities, who because of those impairments need special education and related services. The *Rules for the Education of Handicapped Children* further specify that the term refers to persons below the age of 22 years.

***Hard of Hearing**--A hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of *deaf* as defined above.

***Health Impaired**--Limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, that adversely affects a child's educational performance.

***Identification**--Those activities designed to locate handicapped children or children suspected of being handicapped.

IEP--Individualized Education Program.

*IEP Conference--A meeting of appropriate persons in order to--

1. review the multifactored evaluation team report;
2. determine the nature and degree of special education intervention needed, if any;
3. develop an IEP for a child determined to be in need of special education in accordance with all requirements of paragraph E of rule 3301-51-02 of the Administrative Code; and
4. determine educational placement in the least restrictive environment in accordance with the IEP.

Individual Career Plan--A personalized career guide developed by every student prior to ninth grade or postsecondary vocational entrance based on assessments of interests, aptitudes, abilities, and achievement. This plan provides input for advising students on career path and course selection and is reviewed annually to determine required point-in-time remediation, intervention, and plan revision. The individual career plan culminates in the generation of a career passport upon vocational education program completion.

IFSP--Individual Family Services Plan.

***In-school**--A child enrolled in and attending a public or a nonpublic school, receiving home instruction, or placed in an educational program administered by another educational agency for the purpose of receiving a special education and related services.

Independence--The state or quality of having sufficient income, competence for self support; free from the influence or control of another; self-reliant.

Independent Living--A living situation for those individuals who can maintain or remain in an essentially unsupervised living situation. Participation in a community resource may be needed to sustain their level of independence.

Individual Family Services Plan (IFSP)--A functional document centered on the child and his or her family. This document is the result of an ongoing planning process based largely on the identified strengths, needs, and priorities of the family and is written with parental input and collaboration (1989).

Individualized Education Program (IEP)--Mandated by Public Law 94-142, the Education for All Handicapped Children Act of 1975. This component requires that a written plan of instruction for each handicapped student receiving special education services be developed. The IEP must include a statement of the student's present level or educational performance, annual goals, short-term objectives, specific services needed by the student, dates when these services will begin and end, and specific criteria for evaluation.

Individualized Transition Plan (ITP)--A written tool developed to assist in planning for transition. The ITP consists of goal statements and objectives specifically related to facets of the transition process: functional living skills, employability skills, specific work skills, transportation, and support services needed for successful transition to competitive employment.

Interagency Cooperation--Two or more agencies such as a school and a welfare agency cooperating to meet the needs of individual students.

ITP--Individualized Transition Plan.

IWRP--Individualized Written Rehabilitation Plan.

Job Training Coordinator (JTC)--The professional with responsibility for a student's transition in an Option 4 vocational education program.

Job Training Partnership Act (JTPA)--Refers to legislation passed in 1984 to provide training and employment to special needs adults.

Joint Vocational School District (JVSD)--An area comprised of two or more adjoining districts, composed of all the school districts whose boards of education have approved the formation of the joint vocational school district, and includes a vocational school to serve youths and adults from participating school districts.

JTC--Job Training Coordinator.

JTPA--Job Training Partnership Act.

***Least Restrictive Environment**--To the maximum extent appropriate, handicapped children, including children in public and private institutions or other care facilities, are educated with children who are not handicapped and special classes, separate schooling, or other removal of handicapped children from the regular educational environment occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Magnet School--Joint vocational schools that develop, house, and maintain enhanced academic programs for any secondary student from participating school districts (e.g., city, local, or exempted village school district), regardless of whether students are pursuing vocational, college preparatory, or a combination of the two education tracks.

Measurable Outcome--Quantitative and qualitative indicators that are used to determine the success of students and programs.

***Medical Services**--Those diagnostic and evaluation services that are required for initial or continued placement in an appropriate special education program or for provision of related special education services.

***Multifactored Evaluation**--An evaluation, conducted by a multidisciplinary team, of more than one area of a child's functioning so that no single procedure is the sole criterion for determining an appropriate educational program placement. This process is designed to ensure that children are not misclassified or unnecessarily labeled as being handicapped because of inappropriate selection, administration, or interpretation of evaluation materials and is implemented in accordance with paragraph D of rule 3301-51-02 of the Administrative Code.

*Multihandicapped--Such a severe impairment, and/or such concomitant impairments, that the child's educational problems make it impossible to accommodate the needs of the child in any program except a program for multihandicapped children. (This definition may include deaf-blind; autistic; and moderately, severely, or profoundly developmentally handicapped children.)

*Native Language--The language normally used by a person, or in the case of a child, the language normally used by the parent of the child.

*Notice or Notification--A statement written in language understandable to the general public and provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, steps shall be taken to ensure that--

1. the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
2. the parent understands the content of the notice; and
3. there is written evidence that the requirements in 1 and 2 above have been met.

Occupational Cluster--A grouping of competencies based on occupational commonalities and current labor market patterns.

Option 1--One of four vocational training options: Regular Vocational Placement.

Option 2--One of four vocational training options: Regular Vocational Placement with an Adjusted Program.

Option 3--One of four vocational training options: Regular Vocational Placement with Supplemental Aids and/or Supportive Personnel.

Option 4--One of four vocational training options: Specialized Vocational Education for the Handicapped.

*Orthopedically Handicapped--A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, spina bifida, absence of some member), impairments caused by disease (e.g., poliomyelitis, muscular dystrophy, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

*Out of School--The child is neither enrolled in nor attends a public or a nonpublic school, nor receives home instruction, nor has been placed in an educational program administered by another educational agency for the purpose of receiving a special education and related service.

*Parent--If parents are separated or divorced, *parent* means the parent with legal custody of the handicapped child. *Parent* also includes a child's guardian, custodian, or parental surrogate. At age 18 the child may act in his or her own behalf. This term does not include the state if the child is a ward of the state.

***Parent Counseling and Training**--Procedures utilized to assist the parent in understanding the special needs of the child and to provide the parent with information about child development and the educational implications of the handicapping condition.

***Periodic Review**--Those activities involved in reviewing each child's IEP and, if appropriate, revising its provisions. A meeting must be held for this purpose at least once a year.

***Personally Identifiable Data**--These data include--

1. the name of the child, the child's parent, or other family member;
2. The address of the child;
3. a personal identifier, such as the child's date of birth, social security number, or student number; and
4. a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

***Policy**--A written statement that identifies a plan or course of action and is adopted by a board of education.

Postsecondary Education--Any educational experience beyond the high school experience.

Preschool-Age--Children who are 3-5 years of age.

***Procedures**--A written statement identifying the persons responsible for conducting the activities, a listing of the activities to be conducted, and the schedule identifying when the activities will be accomplished.

***Qualified**--Refers to a person holding an appropriate state certificate or license that applies to the area in which he or she is providing special education or related services.

***Reevaluation**--A multifactored evaluation conducted after initial placement in a program for special education. This reevaluation must be conducted every 3 years or more frequently if conditions warrant or if the child's parent or teacher requests a reevaluation. Parental consent is not necessary as a condition of reevaluation, providing consent for evaluation has not been revoked.

***Referral**--The established process whereby the names of children suspected of having a handicapping condition that may require special education and related services are forwarded to a designated person, in writing, for a multifactored and multidisciplinary evaluation.

***Related Services**--Transportation and such developmental, corrective, and other support services as are required to assist a handicapped child to benefit from special education and includes those services described in rule 3301-51-05 of the Administrative Code.

Recreation--Activities that are nonwork related and are selected purely for an individual's enjoyment.

Rehabilitation--The process of restoring to a person the condition of good health and/or useful and constructive activity.

***School District of Residence**--Refers to--

1. the school district in which the child's parent resides, whether in a public or private dwelling or institution, or if not so determined.
2. the last school district in Ohio in which the child's parent is known to have resided if the parent's whereabouts are unknown, or if not so determined.
3. the school district in which the child's parent resided when the child's placement in a program of special education was made, or if not so determined.
4. the school district as determined by the probate court of the county from which admission or placement was made.

***School Health Services**--Services provided by a qualified school nurse or other qualified persons.

***Screening**--A testing procedure whereby a general population is divided into two groups based on the results of the testing procedure. The persons in one subgroup meet the established screening criteria, and the persons in the other subgroup fail to meet the established screening criteria and require further evaluation. Parental consent is not required for screening procedures.

***Served**--A handicapped child is provided special education in accordance with his or her IEP.

***Severe Behavior Handicapped**--Refers to a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, that adversely affects educational performance:

- -- An inability to learn, which cannot be explained by intellectual, sensory or health factors;
- -- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- -- Inappropriate types of behavior or feelings under normal circumstances;
- -- A general pervasive mood of unhappiness or depression; or
- -- A tendency to develop symptoms or fears associated with personal or school problems.

The term does not include children who are socially maladjusted, unless it is determined that they are severe behavior handicapped.

Sheltered Workshop--A facility designed to provide sheltered (noncompetitive) employment to vocationally handicapped individuals. Workshops are frequently categorized as terminal, transitional, or rehabilitative depending on purpose, function, and program.

Short-term Instructional Objectives--A mandated component of the individualized education program (IEP). Short-term instructional objectives are written in behavioral terms and act as specific guidelines for accomplishing the annual goals. These objectives represent intermediate steps between the present level of performance of the student with a disability and the annual goals set for this student.

*Significant Subaverage General Intellectual Functioning--An intelligence quotient of 80 or below as determined through a measure of cognitive functioning administered by a qualified psychologist using a test designed for individual administration.

*Special Education--Specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The term includes speech and language services or any related service, if the services consist of specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, and is considered "special education" rather than "related services" (as defined in this glossary). The term also includes vocational education if it consists of specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child.

*Special Transportation--Those transportation services that are required because of the child's special characteristics or the location of the special education program and related services and which are in addition to the regular transportation services provided by the school district. The term includes--

1. travel to and from school and between schools;
2. travel in and around school buildings; and
3. specialized equipment (such as special or adapted buses, lifts and ramps), if required to provide special transportation for a handicapped child.

*Specific Learning Disability--A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

*Speech Handicapped--A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

Standards--Minimum levels of performance promulgated by the State Board of Education to direct public schools to ensure quality programs and to comply with legislative mandates. These standards are applied to all elementary and secondary schools establishing graduation criteria and setting the stage for development of local educational philosophies and goals that guide development of courses of study.

Support Services--Community or school supplemental staff, equipment, materials, and/or activities (e.g., financial aid, counseling, job placement, child care, transportation) that are designed to assist secondary and adult students achieve vocational program objectives.

*Teacher--For the purposes of an IEP meeting, *teacher* refers to--

1. the child's special education teacher for a child receiving special education;
2. the speech-language pathologist for a child receiving speech and language services only;
3. the child's regular teacher or a teacher qualified to provide education in the type of program in which the child may be placed for a child being considered for placement in special education; or
4. the teacher designated by the school district or other educational agency for a child who is not in school or has more than one teacher.

Time-limited Services--Refers to the second bridge of OSERS's transition model. This bridge consists of temporary services that lead to employment. After leaving school, individuals following this path use specialized time-limited services like vocational rehabilitation, postsecondary vocational education, and other job training programs to gain entry into the labor market. The presence of a disability often qualifies an individual for these services or creates special support for participation.

Transition--Literally, this means to move from one position to another. In vocational special needs, it refers to the specific transition from the school environment to the world of work.

Transition File--A technique whereby all the information regarding a student's transition process (assessment, training records, placement records, etc.) are maintained together in one place.

Transition from School to Work--An outcome-oriented process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional postsecondary education or adult services, and the initial years of employment. Transition is a bridge between the security and structure offered by the school and the opportunities and risks of adult life.

Transportation Plan--Strategies and procedures that a school district uses to ensure that all students have equal access to educational opportunities.

Underemployment--Work performed by an individual that does not challenge their abilities and potential. Consequently, the job may become dull and boring.

***Unserved**--A handicapped child is not provided an education in accordance with his or her IEP.

***Visually Handicapped**--A visual impairment that, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

***Vocational Education**--Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

Vocational Education Completer--Youths and adults completing a planned sequence of courses, services, or activities designed to meet a vocational objective.

Vocational Education Planning District (VEPD)--A school district, or group of districts, organized to provide mandated vocational education programs and services.

Vocational Education Program--Instruction in occupational, academic, and employability skills in order to prepare students for employment including self-employment, and lifelong learning. Programs include a process to learn the skills necessary to lead a self-satisfying and productive life in school, in the work force, and in society.

Vocational Handicap--Any barrier that impedes an individual from achieving his or her vocational objective. The barrier may be a physical disability, a psychological problem, or may be caused by economic, educational, or cultural deprivation.

Vocational Rehabilitation--Services such as assessment and diagnosis, guidance, training, physical restoration, and placement provided to individuals with disabilities. The general objective of these services is to prepare this population for employment and independent living. In the state of Ohio, vocational rehabilitation is under the jurisdiction of the Rehabilitation Services Commission (RSC).

Vocational Special Education Coordinator--Abbreviated VOSE.

VOSE--Vocational Special Education Coordinator.

Vocational Student Organizations--Intracurriuclar group activities that support vocational instruction objectives by helping student members develop interpersonal skills, citizenship, and leadership skills.

Vocational Transition--A carefully planned process that may be initiated either by school personnel or adult service providers to establish and implement a plan for either employment or additional vocational training of a handicapped student who will graduate or leave school in 3-5; such a process must involve special educators, vocational educators, parents and/or the student, an adult service system representative, and possibly an employer.

Work Experience--A structured event where the individual is placed at a work site and experiences all aspects that are regularly associated with work of the type experienced.

Work and Family Skills--Those interpersonal, communications, and practical problem-solving skills necessary to prepare students for managing and balancing the demands of work and family life.

Work Samples--Activities that simulate real work tasks and are closely associated with actual jobs in the labor market. They emphasize performance skills rather than verbal or written skills and incorporate the tools and standards associated with the actual job.

Work-study Coordinator--An individual who supervises students working a part-time job and attending classes at school for the remainder of the time. This person becomes the liaison between the school and the world of work.

Work-study Program--A program designed to provide part-time employment for youths who need the earnings from such employment to commence or continue a vocational education program.

APPENDIX A

OHIO COOPERATIVE AGREEMENTS
FOR SUPPORTED EMPLOYMENT
(OPERATING PLAN) A-1

OHIO COOPERATIVE AGREEMENT FOR SUPPORTED EMPLOYMENT

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OHIO COOPERATIVE AGREEMENT FOR SUPPORTED EMPLOYMENT

PREFACE

In our mutual efforts to provide meaningful employment opportunities to Ohioans with severe handicaps, the designated administering officers of the following state organizations have mutually agreed to the terms and conditions outlined in the attached Interdepartmental Agreement and Operating Plan this 12th day of July, 1988.

These documents have been developed in a joint effort to identify, establish and define commitments and corresponding responsibilities deemed necessary to the development and operation of Ohio's Program of Supported Employment. Projected cost estimates for program implementation for the next year range from 7.1 million to 8.5 million dollars.

The principal organizational parties to this agreement include:

I. THE OHIO DEPARTMENT OF HUMAN SERVICES

II. THE OHIO DEPARTMENT OF MENTAL RETARDATION & DEVELOPMENTAL DISABILITIES

III. THE OHIO REHABILITATION SERVICES COMMISSION

IV. THE OHIO DEPARTMENT OF MENTAL HEALTH

V. THE OHIO BUREAU OF EMPLOYMENT SERVICES

VI. THE OHIO DEPARTMENT OF EDUCATION

VII. THE OHIO DEVELOPMENTAL DISABILITIES PLANNING COUNCIL

VIII. THE GOVERNOR'S COUNCIL ON DISABLED PERSONS

IX. THE GOVERNOR'S OFFICE OF ADVOCACY FOR PEOPLE WITH DISABILITIES

OHIO COOPERATIVE AGREEMENT FOR SUPPORTED EMPLOYMENT

I. INTRODUCTION

This document outlines a collaborative Interdepartmental Agreement and Operating Plan for the implementation of supported employment programming for Ohioans with severe handicaps. The parties to this agreement mutually acknowledge supported employment as both a competitive employment outcome and a cooperative approach to local service delivery. Supported employment is recognized as an evolving vehicle by which people with severe handicaps may acquire access to fuller participation in their respective communities.

The agreement is subject to compliance with appropriate Ohio Revised Code provisions, Federal Regulations and Administrative Rules applicable to each participating party. It constitutes a joint and mutually agreed upon framework, designed to promote the planning, development, and delivery of vocational rehabilitation and related community support services for Ohioans eligible for such services and in need of these types of employment options.

It further provides for improved and expanded mechanisms designed to promote timely access to coordinated community resources. The aim of this statewide initiative is full or part-time, competitive employment with individualized provisions for on-going support interventions at the job site and related community supports away from the work site.

The mutual commitment to promote the development of supported employment opportunities and to facilitate the coordination of an array of community support services is founded upon the mutual philosophical premises that Ohioans with severe handicaps should have the right to choose and access gainful employment opportunities in integrated community environments. Individuals should also have the opportunity to both access and participate in the design and delivery of appropriate and individualized support services.

Inherent in the development and provision of such programming is a basic commitment, on behalf of the participating state agencies and representative consumer organizations, to promote and enhance active business, citizen, and interagency participation at the state and local levels.

II. EXPECTATIONS

The parties to this agreement are mutually committed to fulfilling the following program mission, goals and objectives: (see attached Operating Plan).

Mission

"In compliance with the philosophy, goals and legislative authorities of the Ohio Rehabilitation Services Commission; and in concert with the commitment and resources of other state agencies and representative advocacy organizations, the mission of Ohio's Program for Supported Employment is to: 1) assist people with severe handicaps achieve greater accessibility into integrated and competitive job opportunities by facilitating the coordinated provision and development of both individualized and on-going support services; and 2) to monitor and evaluate programming and resources for persons who, based upon an assessment of rehabilitation potential, are eligible for supported employment programming and services."

Program Goals

I. To facilitate the development and expansion of services offered by local entities supporting individuals with severe handicaps in competitive employment.

II. To facilitate local consumer and business participation by promoting the viability of supported employment options.

III. To establish, implement and maintain a management information/tracking system for Ohio's Supported Employment Program.

The parties agree that achieving the preceding goals will be based upon successfully implementing the strategies outlined and applicable to the objectives specified in the attached Operating Plan. Program objectives are identified as follows:

- To provide various incentives to local providers for the development and expansion of 15-20 supported employment programs in each of the next two fiscal years.

- To promote joint planning and encourage the redirection of state and local funding resources during each of the next two years for provision

of both time-limited and on-going support services targeting 250-400 people eligibile for Ohio's Supported Employment Program.

- To design a system and/or operating guidelines to facilitate and coordinate referrals, case management, and related support services within 4-6 ORSC areas during the next 12 months.

- To enhance the expertise of personnel providing direct services and personnel managing supported employment programming during the next 12-18 months.

- To establish and implement a technical assistance program for providers by June, 1989 for purposes of development and expansion.

- To enhance the participation of consumers, advocates, and employers during each of the next two fiscal years.

- To facilitate the development of 100-150 private sector employment opportunities for people in need of on-going support services during each of the next two years.

- To facilitate the establishment of 50-75 supported employment opportunities in the public sector during each of the next two years.

- To provide various incentives to 350-400 employers or prospective employers in the development and/or expansion of supported employment opportunities.

- To disseminate information, at least quarterly, and initiate a series of 3-5 public forums promoting supported employment options for Ohioans with severe handicaps.

- To enhance the active participation in the planning, evaluation, and monitoring of all supported employment programs by consumers, advocates and employers.

- To design and establish a management information system in order to monitor and evaluate the quality of services and cost effectiveness of supported employment programs, rendered by local providers, by September, 1989.

- To establish and implement a technical assistance program for providers for purposes of program evaluation and reporting by January, 1989.

III. TARGET POPULATION

The following is the population targeted for supported employment programming:

1) Persons closed out of the VR system as being too disabled to benefit from traditional VR programming and services.

2) Persons now employed in sheltered workshop programs who have the potential to be moved into competitive and integrated work environments.

3) Students with severe handicaps exiting specialized public education programs.

4) Persons with severe handicaps for whom supported employment may be an alternative to employment in a workshop setting.

5) Persons with severe handicaps who have received adequate vocational and/or other post-secondary education for whom workshop settings are neither least restrictive or appropriate employment sites.

IV. ELIGIBILITY

Eligibility for services and supported employment programming funded with federal VR resources shall be established solely by ORSC. Use of Title VI-C federal dollars is limited to any individual who has severe handicaps, and for whom competitive employment has not traditionally occurred or has been interrupted or intermittent as a result of those handicaps and has been determined by an evaluation of rehabilitation potential to have:

1) a need for on-going support services in order to perform competitive work;

2) the ability or potential to engage in training resulting in supported employment; and

3) the ability to work in a supported employment setting.

V. IMPLEMENTATION OF THE AGREEMENT

Each of the participating agencies/organizations shall assign an administrative liaison to:

1) Function as their respective organization's representative to the State Advisory Council for Ohio's Supported Employment Program.

2) Take an active and on-going role in monitoring and assessing the terms and effectiveness of this agreement and operating plan.

3) Assist in the development and dissemination of an annual report assessing the effectiveness of each party's plan of in-service training, funding and technical assistance activities in meeting the goals and objectives of this agreement.

VI. GENERAL PROVISIONS

A. Funding

All parties acknowledge and agree funding resources applicable to the implementation of this agreement are subject to the appropriations and availability of state, federal and local funds. All parties agree the preceding commitments are subject to applicable federal and state rules and regulations. Funding and related collaboration commitments may be adjusted, subject to mutual approval and a formalized amendment to this agreement.

B. Confidentiality

The participating parties shall exchange and maintain necessary confidential client information in accordance with federal and state laws, federal regulations, and the administrative rules of each party.

C. Modification

This agreement may be amended upon mutual, written consent of all parties.

D. Termination

This agreement shall remain in full force and effect as of July, 1988. Any party shall have the right to terminate participation, without cause, by giving written notice to the State Advisory Council for Supported Employment of that party's intention to terminate one hundred twenty (120) calendar days prior to the intended date of termination.

E. Cross Agency Training

A formalized orientation program will be available to all appropriate staff of the participating operations to familarize them with the terms of this agreement.

F. Nondiscrimination on Basis of Handicap

All parties shall comply with the provisions of Sec. 504 of PL 93-112, as amended and 45 CRF 84.

G. Renewal and Evaluation

This document will remain in effect in accordance with mutual agreement by all participating parties. This Agreement and Operating Plan will be evaluated on a semi-annual basis and a report disseminated by ORSC to the directors of each participating agency.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their respective duly authorized representatives this 12th day of July, 1988.

RICHARD F. CELESTE, GOVERNOR
State of Ohio

KEN CAMPBELL, EXECUTIVE DIRECTOR
Ohio Developmental Disabilities Council

ROBERT F. BROWN, DIRECTOR
Ohio Department of Mental Retardation and Developmental Disabilities

ELIZABETH AINO, EXECUTIVE SECRETARY
Governor's Council on Disabled Persons

ROBERT L. RABF, ADMINISTRATOR
Ohio Rehabilitation Services Commission

FRANKLIN B. WALTER, SUPERINTENDENT
Ohio Department of Education

PAMELA S. HYDE, DIRECTOR
Ohio Department of Mental Health

GRACE KILBANE, ACTING ADMINISTRATOR
Ohio Department of Employment Services

DAVID T. WILLIAMS, DIRECTOR
Governor's Office of Advocacy for People with Disabilities

PATRICIA BARRY, DIRECTOR
Ohio Department of Human Services

APPENDIX B

CAMERA READY MASTERS

School Based Transition Plan Process B-1

Individualized Transition Plan and Record Sheet B-3

Individualized Transition Plan B-5

Sample Student Contract B-12

Employability/Life Skills Assessment B-13

PASS Referral Form B-17

Ohio Rehabilitation Services Commission Client Referral B-18

SCHOOL BASED TRANSITION PLAN PROCESS

I. Prepare for the Student's Transition from School to Work

-- Obtain or update information on student's vocational skills, including the use of--

- o vocational interest inventory
- o formalized vocational assessment
- o informal assessment, including behavioral observation

-- Establish a transition file for each student

-- Obtain or update information concerning student's disabling condition, including medical and psychological evaluations

-- Gather or update information about agencies (public or private) or individuals, including families, that may be involved in the student's eventual transition, placement, or support

-- Collect information from OBES regarding labor market needs

II. Establish the Transition Team

-- IEP chairperson reviews updated student information to determine individuals and agencies necessary to implement a successful school-to-work transition

-- IEP chairperson assures that agencies will have entered into a working interagency agreement with the school system

-- IEP chairperson convenes full transition team

-- IEP chairperson assigns coordinator as student advocate who will monitor the transition process

III. Set Broad Transition Goals via the ITP

-- The team decides on the type and nature of the school and/or community placement that will be the context for the student's transition.

-- The team determines appropriate community living goals, including living arrangements, medical needs, estate planning, social options, etc.

-- The team determines appropriate short- and long-term employment goals, including job and job training, long-term employment options, etc.

-- The team writes the goals on an Individualized Transition Plan.

IV. Establish the Transition Objectives

-- Attach objectives with specific initiation and completion timelines to each of the goals specified on the ITP.

-- On the ITP, write the name of the individual assigned to be responsible for monitoring each objective.

-- Affirm the ITP team coordinator's role in monitoring the objectives with each team member throughout the year.

V. Update the Transition Plan Based on Student's Progress

-- Reconvene the ITP team at least once yearly to evaluate progress on the plan's goals and objectives.

-- Modify or update the ITP based on reports by team members responsible for transition objectives.

VI. Establish Follow-up and Follow-along Services

-- Determine scope and nature of follow-up.

-- Establish agency or individual responsible for follow-up and follow-along

-- Forward information gathered in course of ITP process to the follow-up coordinator.

- Update school and agency files to reflect changes in student's plans.

INDIVIDUALIZED TRANSITION PLAN

STUDENT NUMBER _____

STUDENT NAME _____
LAST FIRST MIDDLE

DATE OF BIRTH _____ GRADE LEVEL _____

PROPOSED GRADUATION DATE _____

SCHOOL ITP COORDINATOR _____

ADULT ITP COORDINATOR _____

PARTICIPANTS POSITION PHONE

_____

_____

_____

_____

_____

HOME SCHOOL _____

VOCATIONAL SCHOOL _____

DATE OF MEETING _____

PROGRAM/JOB PLACEMENT _____

PROGRAM/JOB PLACEMENT _____

PARTICIPANTS POSITION PHONE

_____

_____

_____

_____

_____

B-3

NATURE OF SPECIAL NEEDS AND/OR ACCOMMODATIONS

Team Goal: _____

_____

OBJECTIVE	ACTIVITIES	RESPONSIBLE PERSON(S)	TIMELINE	OUTCOME

OBJECTIVE	ACTIVITIES	RESPONSIBLE PERSON(S)	TIMELINE	OUTCOME

Individualized Transition Planning and Record Sheet

The Individualized Transition Planning and Record Sheet should be used to plan a student's high school years and transition to adult life.

Ideally, the student, the family, school personnel, and concerned agency staff should meet at the beginning of the student's high school years (ninth grade) to plan all four years. Then at the regular IEP meetings, the ITP sheet should be updated.

The Individualized Transiton Planning and Record Sheet contains the following:

Page 1	Evaluations and adult service eligibility (Mainly for school personnel)
Page 2	Work training and experiences (Family, student, school, agencies)
Page 3	Support services, future planning (Family, student, school, agencies)
Page 3,4	Functional living and interaction skills (Family, student, school)
Page 5	High school credits necessary (Family, student, school)
Page 6	Information Referral/Recommendations (Family, student, school, agencies)

Developed by

PROJECT NETWORK
and
SPECIAL EDUCATION AND INDUSTRY PROJECT

For more information about the school-to-work transition contact:

Margo Vreeburg Izzo
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210
(614) 292-4353 or (800) 848-4815

Individualized Transition Planning and Record Sheet

Student

Transition Coordinator

	Previous	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	When	Responsibilities: Family	School: IEP-IEP Chairperson	School: SP-Special Ed. Teacher	School: W-S-Work-Study Coord.	School: VOSE-Voc. Sp. Ed. Coord.	School: JTC-Job Training Coord.	School: OWE-OWE Teacher	School: CT-Classroom Teacher	School: VI-Vocational Instructor	School: Other	Adult Service Agency: RSC [BVR/BSVI]	Adult Service Agency: MR/DD-P: Placement	Adult Service Agency: MR/DD-C: Community	Adult Service Agency: MH-Mental Health	Adult Service Agency: JTPA/PIC	Adult Service Agency: Other	Comments
I. General																										
A. High School Transition File Opened																										
B. Psychological Evaluation(s)																										
C. Medical Evaluation (if needed)																										
D. Employability/Life Skills Assess.*																										
E. Vocational Assessment/Evaluation																										
F. Future Planning with Parents																										
G. Other																										
II. Adult Services Eligibility																										
A. Social Security Number																										
B. Income Support (SSI, SSDI)**																										
C. Medicaid**																										
D. RSC (BVR/BSVI)**																										
E. MR/DD or MH Case Management**																										
F. MR/DD or MH Employment Serv.**																										
G. JTPA/PIC**																										
H. Employer Incentive Programs**																										
I. Other																										

Possible or Planned = ✓ or date Completed = ✗ ☆ Circle primary person

* Ohio Employability Skills Project, Miami Valley Special Education Services Center, Dayton, OH 1988.

** Indicate date of application and date written notice of eligibility determination is received.

	Previous	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	When	Who	Comments
III. Career Guidance and Work Training										
A. Employability Skills*										
• Social Behaviors										
• Job Seeking Behaviors										
B. Career Orientation										
• Awareness										
• Exploration										
C. Vocational Training										
• School										
• Agency										
D. Other										
IV. Work Experience										
A. In-School Jobs										
B. Community/Volunteer Experience (non-paid)										
C. Summer Jobs										
D. Competitive Work Experience (paid)										
E. Employment Placement										
F. Other										

Possible or Planned = ✓ or date **Completed = X** ☆ Circle primary person

* Ohio Employability Skills Project, Miami Valley Special Education Services Center, Dayton, OH, 1988

	Previous	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	When	Who	Comments
V. Employment-Related Support Serv.										
A. Occupational/Physical Therapy										
B. Speech and Language										
C. Work Coordinator										
D. Job Coaching										
E. Transportation (to work)										
F. Other										
VI. Future Issues (non-school)										
A. Living Arrangements										
B. Estate Planning										
C. Guardianship Issues										
D. Other										
VII. Functional Living Training										
A. Home										
• Self-care/Safety										
• Food										
• Clothing										
• Home Maintenance										
• Other										
B. Community										
• Shopping/Money										
• Restaurants										
• Bank, Post Office, Other Services										
• Transportation										
• Other										

Possible or Planned = ✓ or date **Completed = X** **☆ Circle primary person**

	Previous	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	When	Who	Comments
C. Leisure Skills										
• Sports/Fitness										
• Hobbies/Learning										
• Group Entertainment										
• Other										
D. Social Skills (see Employability Skills Assessment)										
• Emotions (identify, control, use)										
• Socially Responsible Behavior										
• Communication										
• Other										
E. Interaction Opportunities										
• Athletics										
Participant										
Manager										
• Hobbies/Learning (music, dance, photography)										
• Group Entertainment (recreation, movies, etc.)										
• School Activities (student council, prom committee, etc.)										
• Other Friendship Opportunities (church, scouts, J.A.)										
F. Other										

Possible or Planned = ✓ or date Completed = ✗ ☆ Circle primary person

	Previous	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	Grade, 19__	When	Name of Class	Possible Alternatives
VIII. High School Credits Necessary to Graduate										
A. English (3 units)										
B. Physical Education (1/2 unit)										
C. Health (1/2 unit)										
D. Math (2 units)										
E. Science (1 unit)										
F. Social Studies (2 units) • Amer. History (1/2 unit) • Amer. government (1/2 unit)										
G. Electives (9 units) • Vocational (possible second major) • Other										

Planned = F (Fall), S (Spring) Completed = slash (\) ☆ Circle names of courses actually taken

For Additional Information/Recommendations, Contact:			
Name	Address	Phone	Title
Mobility/Transportation Needs:			

ADDITIONAL SUPPORT SERVICES: Student is eligible for/registered for services with the following adult support agencies:

Bureau of Vocational Rehabilitation

Eligible? ____ Yes ____ No
Regististered? ____ Yes ____ No
Contact: _____
Address: _____
Phone: _____

Private Industry Council

Eligible? ____ Yes ____ No
Regististered? ____ Yes ____ No
Contact: _____
Address: _____
Phone: _____

Ohio Bureau of Employment Services

Eligible? ____ Yes ____ No
Registered? ____ Yes ____ No
Contact: _____
Address: _____
Phone: _____

MR/DD

Eligible? ____ Yes ____ No
Registered? ____ Yes ____ No
Contact: _____
Address: _____
Phone: _____

SAMPLE STUDENT CONTRACT

Transition to Work Participant's Responsibilities

1. The student will apply for a work permit as determined by current Ohio Labor Standards and Regulations.

2. The student will assume the responsibilities for transportation to and from work, a necessary skill for independent living. The parent/guardian will aid the transportation if deemed necessary.

3. The student will be punctual and maintain regular attendance at school and on the job.

4. The student will call his/her employer, job trainer (if applicable), and the high school office prior to absence.

5. The student will demonstrate appropriate dress, grooming, and behavior at school and on the job.

6. The student will report all working hours and earnings to the teacher and/or work-study coordinator, as required by the school district.

7. The student will be encouraged to open a savings account at a local bank and will maintain a weekly/monthly budget as part of the instructional program, as required by the school district.

8. The student will give the employer and work-study coordinator appropriate notice (at least two weeks) before terminating a job and will discuss the job-related problems before action is taken.

_____

Student signature

_____

Parent/Guardian signature

SOURCE: The Transition to Work Project, Ohio RSC, August 1988. Reprinted with permission.

Employability/Life Skills Assessment

Ages 14-21 years

developed by
Roberta Weaver
and Joseph R. DeLuca

STUDENT INFORMATION

Name: _____ Birthdate: _____

RATIONALE

Employability skills are those personal social behaviors and daily living habits that have been identified by employers and young entry-level workers as essential for obtaining employment and for success in the work place. These are life skills that must be taught with the same rigor as basic skills. The development of such skills is a life long process, with performance being relative to a student's ability and age. Teachers at all age levels have the responsibility to teach employability skills.

GENERAL DIRECTIONS

This criterion-referenced checklist may be used yearly, beginning at the age of 14, to assess a student's level of performance in the twenty-four critical employability skill areas identified by Ohio's Employability Skills Project. Three descriptors are provided for each skill. **Student performance should be rated using the following scale: 3 = usually, 2 = sometimes, 1 = seldom, 0 = never.**

EXAMPLE (for a 14 year old student)

I. SELF HELP SKILLS

A. Demonstrates personal hygiene and grooming by:

- — meeting teacher expectation for cleanliness.
- — meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.).
- — meeting teacher expectation for consistent, independent personal hygiene and grooming.

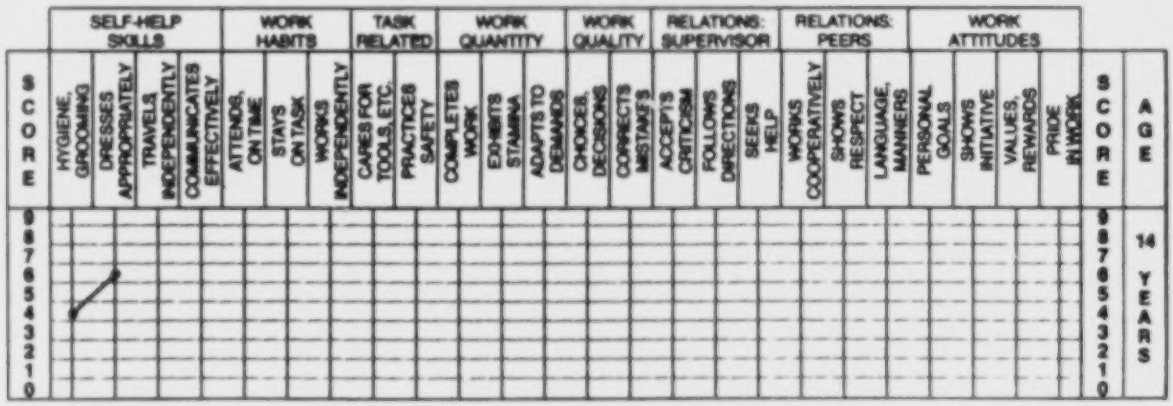
	AGE							
	14	15	16	17	18	19	20	21
	2							
	1							
	1							
T	4							

B. Dresses appropriately by:

- — choosing and wearing clothes that are appropriate for the weather/activity/social custom.
- — identifying when clothes should not be worn (dirty, ill fitting, etc.).
- — wearing clothes that are in good condition, clean and pressed with detail given to appearance.

	AGE							
	14	15	16	17	18	19	20	21
	2							
	3							
	1							
T	6							

Scores for each descriptor are added, providing a value that can be recorded on the Student Profile of Employability Skills. When completed, the profile yields a graphic representation of employability skills performance that will help in planning instruction.



OHIO'S EMPLOYABILITY SKILLS PROJECT

Funded through the Ohio Department of Education, Division of Special Education, with monies provided through Title VI-B (Education of All Handicapped Children Act, P.L. 94-142).
Administered by Miami Valley Special Education Center. Fiscal Agent: Montgomery County Board of Education.

KEY: 3 = USUALLY, 2 = SOMETIMES, 1 = SELDOM, 0 = NEVER

I. SELF HELP SKILLS

AGE

	14	15	16	17	18	19	20	21
A. Demonstrates personal hygiene and grooming by:								
— meeting teacher expectation for cleanliness.								
— meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.)								
— meeting teacher expectation for consistent, independent personal hygiene and grooming.								
T								
B. Dresses appropriately by:								
— choosing and wearing clothes that are appropriate for the weather/activity/social custom.								
— identifying when clothes should not be worn (dirty, ill fitting, etc.).								
— wearing clothes that are in good condition, clean and pressed with detail given to appearance.								
T								
C. Travels independently by								
— walking or riding to school, following safety rules								
— getting around the school building and grounds.								
— getting around the community.								
T								
D. Communicates effectively by:								
— demonstrating effective listening skills, including eye contact.								
— expressing self, answering and asking questions.								
— demonstrating expected conversational skills (turn taking, choice of appropriate topic, etc.).								
T								

II. GENERAL WORK HABITS

	14	15	16	17	18	19	20	21
A. Attends regularly/arrives on time by:								
— having no unexcused absences.								
— arriving at class, school, or work on time.								
— following school procedures when tardy or absent.								
T								
B. Stays on task by:								
— meeting teacher expectations regarding length of time on task.								
— completing a task without being distracted.								
— returning to work if distracted.								
T								

AGE

	14	15	16	17	18	19	20	21
C. Works independently by:								
— locating materials.								
— beginning work promptly.								
— asking peers/teachers questions about a given task at the appropriate time.								
T								

III. TASK RELATED SKILLS

	14	15	16	17	18	19	20	21
A. Cares for tools, materials, and work area by:								
— meeting expectations for the use of tools and materials (scissors, paste, screwdriver, etc.).								
— locating and returning tools to the proper storage area.								
— maintaining a clean work area.								
T								
B. Practices safety rules by:								
— stating and using safety rules appropriate to grade level and situation.								
— using tools and materials only for their specified purpose.								
— demonstrating correct safety procedures in simulated emergency situations.								
T								

IV. QUANTITY OF WORK

	14	15	16	17	18	19	20	21
A. Completes work on time by:								
— completing work on time with teacher prompts.								
— completing work on time without teacher prompts.								
— working at an acceptable speed for a given task.								
T								
B. Exhibits stamina by:								
— finishing age-appropriate tasks without a break.								
— maintaining an acceptable level of speed without tiring.								
— completing new tasks without diminishing the level of performance of former tasks.								
T								
C. Adapts to increased demands in workload by:								
— responding to additional tasks with teacher prompts.								
— attempting new tasks without demonstrating frustration.								
— responding to additional tasks without teacher prompts.								
T								

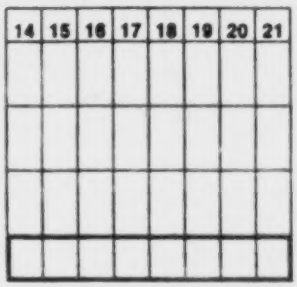
KEY: 3 = USUALLY, 2 = SOMETIMES, 1 = SELDOM, 0 = NEVER

V. QUALITY OF WORK

AGE

A. Makes appropriate choices and decisions by:

— choosing an appropriate solution when given options.
— making age-appropriate decisions without teacher intervention.
— responding to a problem situation with reasonable alternative solutions.

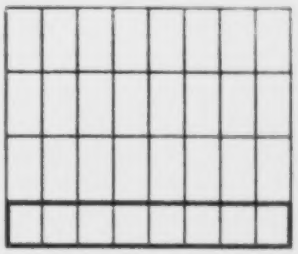


B. Recognizes and corrects mistakes by:

— examining work for errors before submitting it.

— using self-check methods to evaluate work.

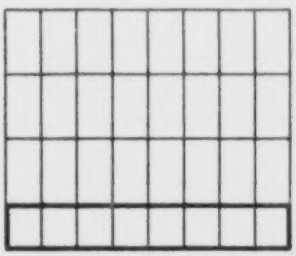
— making corrections once an error has been identified.



VI. RELATIONSHIP TO SUPERVISOR/ TEACHER

A. Accepts constructive criticism from supervisor/teacher by:

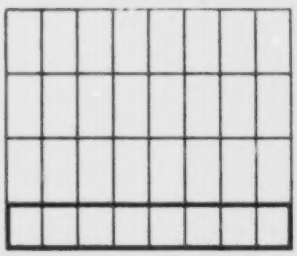
— listening to constructive criticism without making inappropriate gestures or comments.
— making specified changes based on constructive criticism.
— identifying that changes have been made and that performance has improved.



B. Follows directions from supervisor/ teacher by:

— correctly completing tasks following verbal directions.

— correctly completing tasks following written directions.
— communicating and accepting consequences for not following directions.

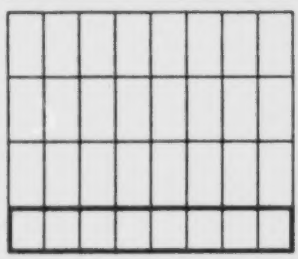


C. Seeks help when needed by:

— identifying when help is needed.

— asking for assistance when help is needed.

— using requested information to remedy the problem.



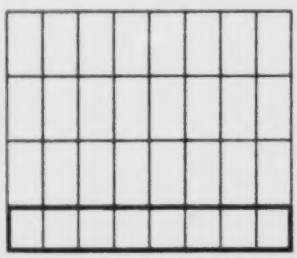
VII. RELATIONSHIP TO PEERS

A. Works cooperatively with peers by:

— working well with others.

— seeking help from co-workers.

— directing co-workers without being overbearing.



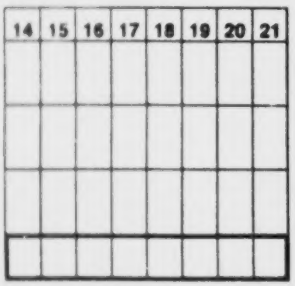
AGE

B. Shows respect for the rights and property of others by:

— taking turns.

— asking permission to use another's property.

— treating borrowed property with respect.

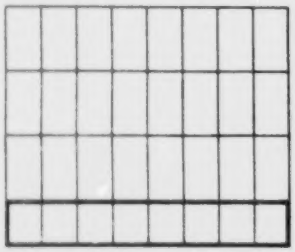


C. Uses appropriate language and manners with peers by:

— using everyday manners (please, thank you).

— avoiding teasing, ridiculing others.

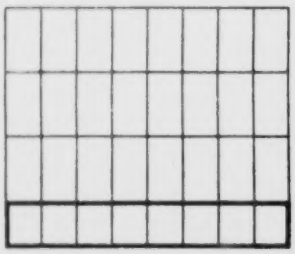
— using language appropriate for a given situation.



VIII. WORK ATTITUDES

A. Develops and seeks personal goals by:

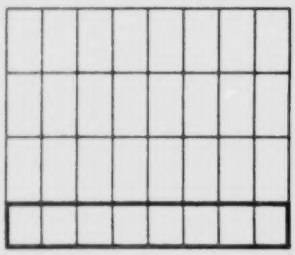
— demonstrating short term personal goals such as completing daily work.
— explaining planned activities for after school, weekend, or vacation.
— seeking and developing personal goals that are viable and consistent with abilities and limitations.



B. Shows initiative by:

— beginning a task as soon as requested to do so.

— beginning a task without prompting.
— asking for additional work or directions once a task is completed.

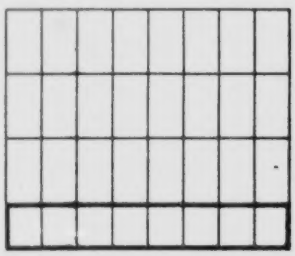


C. Accepts societal values and rewards by:

— acknowledging various types of rewards for work well done (stickers, free time, etc.).

— recognizing when good work has been done.

— responding appropriately when praised for doing a good job.

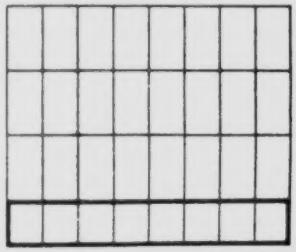


D. Takes pride in working by:

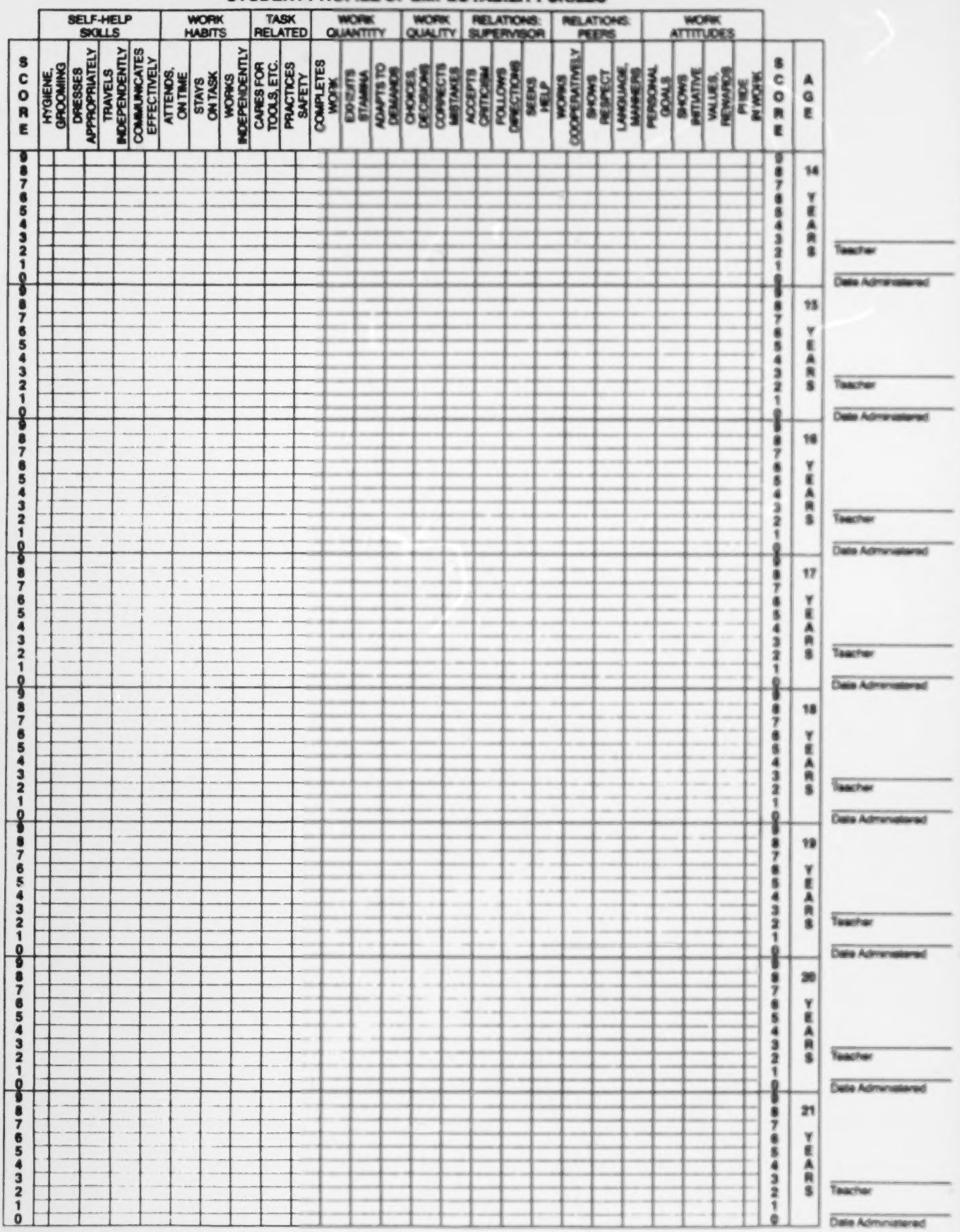
— sharing accomplishments with others (takes papers home, collects stickers, responds to point systems/grades).

— working for positions requiring improvement in skills.

— contributing to the common good of the group.



STUDENT PROFILE OF EMPLOYABILITY SKILLS



OHIO'S EMPLOYABILITY SKILLS PROJECT

Attachment I

Social Security Administration

_____

_____

Attn: _____

PASS REFERRAL

Referral to the Social Security Administration of a candidate for a Social Security Plan for Achieving Self Support (PASS)

Candidate's Name: _____
Address : _____
Phone : _____
Soc. Sec. Number: _____

Part A - Disability Condition

This candidate received a Social Security or SSI check based on disability. The disability condition is _____

_____

or

This candidate does not receive a Social Security or SSI check but has a disabling condition and is willing to file for SSA/SSI disability benefits. The disability is _____

_____

Part B - Occupational Objective

This candidate has identified a reasonable occupational objective of ___

_____

_____

or

This candidate has not yet identified an occupational objective, but is working on this with _____ (agency name) _____

_____

Name : _____
Title : _____
Phone : _____

From: _____
(Agency Name)

_____
(Signature)

_____
(Title) (Date)

OHIO REHABILITATION SERVICES COMMISSION

CLIENT REFERRAL

TO REFERRAL SOURCE:

To refer an individual to the Bureau of Vocational Rehabilitation or to the Bureau of Services for the Blind, complete this form accordingly:

Part I: All of this information must be completed regarding the individual being referred.

Date _____

Name of Referral _____

Address _____

_____

Disability _____

Date of Birth _____ Sex _____

Referred by: Name _____

Type of Referral Source _____
or
Name of Agency _____

Telephone Number _____

Part II: Please complete as much of the following as possible regarding the individual being referred.

Social Security Number _____

Telephone Number _____

County _____

Directions to Home _____

Number of Dependents _____ Marital Status _____

Source of Income _____

Additional Information: _____

_____

Ohio RSC services are provided without regard to race, creed, color, sex, or national origin.

For RSC Use Only

Open file _____ Closed file _____ No file _____
Reviewed by counselor-manager or Rehabilitation Supervisor Yes _____ No _____
Person who took the referral _____

RSC-367
Rev. 7-77

APPENDIX C

ORGANIZATION SERVICE AREAS

County Boards of Mental Retardation & Developmental Disabilities C-1

Mental Health Boards C-27

Ohio Department of Human Services and District Directors C-30

Ohio Rehabilitation Services Commission and Area Offices C-33

Special Education Regional Resource Center Directory C-44

COUNTY BOARDS OF MENTAL RETARDATION & DEVELOPMENTAL DISABILITIES

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
ADAMS	Norma Bowman 3964 Wheat Ridge Road West Union, OH 45693-9434 (513) 544-2574	Venture Productions, Inc. 11516 State Route 41, South West Union, OH 45693-9434 Teresa Armstrong, W/S Director (513) 544-2823	Happy Hours School 3964 Wheat Ridge Road West Union, OH 45693-9434 Norma Bowman, Superintendent (513) 544-2574
ALLEN	Mark Thompson 2550 Ada Road Lima, OH 45801 (419) 221-1262	Marimor Workshop, Inc. 2450 Ada Road Lima, OH 45801 Esther Gascho, W/S Director (419) 221-1226	Marimor School 2550 Ada Road Lima, OH 45801 Vicki Fowler, Principal (419) 221-1262
ASHLAND	Gary L. Courtright 1256 South Center Street Ashland, OH 44805 (419) 289-0470	Dale-Roy Training Center & Workshop, Inc. 1256 South Center Street Ashland, OH 44805 Jim Brook, Adult Svs. Director (419) 289-7518	Dale - Roy School 1256 South Center Street Ashland, OH 44805 Dr. George Scheff, Principal (419) 289-0470
ASHTABULA	Richard Cozza 2505 South Ridge East Ashtabula, OH 44004 (216) 224-2155 or (216) 224-2156	ASH/CRAFT Industries, Inc 5959 Green Road Ashtabula, OH 44004 Larry J. Korland, W/S Director (216) 224-2177	Happy Hearts Schools 2505 South Ridge East Ashtabula, OH 44004 Cindy Phillips, Principal (216) 224-2157
ATHENS	William L. Korner 801 West Union Athens, OH 45701 (614) 594-3539	AtCo, Inc. 21 South Campbell Street Athens, OH 45701 Michael Pletcher, W/S Director (614) 592-6659	Beacon School 801 West Union Athens, OH 45701 Nannette Borkowski, Asst. Supt. (614) 594-3539

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
AUGLAIZE	T. Wayne Lawhorne P.O. Box 23 First & Walnut Streets New Bremen, OH 45869 (419) 629-2419	Auglaize Activity Center P.O. Box 34 First & Walnut Streets New Bremen, OH 45869 Pam Fischbach, W/S Director (419) 629-2419	Auglaize School P.O. Box 23 First & Walnut Streets New Bremen, OH 45869 T. Wayne Lawhorne, Superintendent (419) 629-2419
BELMONT	Monty Kerr 330 Fox Shannon Place St. Clairsville, OH 43950 (614) 695-0460	Belco Crafts, Inc. 330 Fox Shannon Place St. Clairsville, OH 43950 Ed Kliner, W/S Director (614) 695-0500	School of Hope 330 Fox Shannon Place St. Clairsville, OH 43950 James Daiker, Supervisor (614) 695-0460
BROWN	Jack Mackey 9116 Hamer Road Georgetown, OH 45121 (513) 378-4891	Grow, Inc. 9116 Hamer Road Georgetown, OH 45121 Dave Cundiff, Program Director (513) 378-4891	New Hope School 9116 Hamer Road Georgetown, OH 45121 (513) 378-4891 Pre-Vocational Title I Class 9116 Hamer Road Georgetown, OH 45121 (513) 378-4891
BUTLER	Lloyd Harris 155 Donald Drive Fairfield, OH 45014 (513) 867-5962	Miami Valley Industries 3501 Tylersville Road Hamilton, OH 45011 Jim Mueller, Adult Svs. Director (513) 867-5846	Fair Acres School 282 North Fair Avenue Hamilton, OH 45011 Christine Piepmeier, Supervisor of Children Programs (513) 867-5960

BUTLER COUNTY CONTINUED ON NEXT PAGE

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
BUTLER COUNTY CONTINUED			
	Fred Valerius, Asst. Supt. 155 Donald Drive Fairfield, OH 45014 (513) 867-5962	Adult Training Center 1520 14th Avenue Middletown, OH 45042 Dan Berridge, Supervisor (513) 425-8728	Fairfield Center 350 Kolb Drive Fairfield, OH 45014 Michael Rench, Principal (513) 874-0423
	Liberty Center (Adult) 5645 Liberty-Fairfield Road Hamilton, OH 45011 Pat Wade, Supervisor (513) 867-5977	Hamilton Adult Training Center 3400 Symmes Road Hamilton, OH 45015 Don Musnuff, Supervisor (513) 867-5970	
CARROLL	Thomas Shearer 2167 Kensington Road, N. E. Carrollton, OH 44615 (216) 627-7651	Carroll Hills Workshop 540 North High Street Carrollton, OH 44615 Truman Stoneburner, W/S Director (216) 627-5524	Carroll Hills Training Center 2167 Kensington Road, Northeast Carrollton, OH 44615 Vickie Geiger / Roxanne Garlock, (216) 627-7651 Coordinators
CHAMPAIGN	Tom Armstrong P.O. Box 38205 2200 South Rt. 68 Urbana, OH 43078 (513) 653-5214	Lawnview, Ind. 1250 E. Rt. 36, P.O. Box 38205 Urbana, OH 43078 Sue Dlouhy, Adult Svs. Director (513) 653-5217	W.W. Purdy Lawnview School 2200 South Rt. 68 - P.O. Box 38205 Urbana, OH 43078 Diane Kabbes, School Adm. (513) 653-5214
CLARK	Daniel M. Barksdale 2527 Kenton Street Springfield, OH 45505 (513) 328-2675	TAC Industries 110 West Leffel Lane Springfield, OH 45506 William Kent Hoke, Adult Serv. Director (513) 328-5200	Town and Country School 2527 Kenton Street Springfield, OH 45505 Bernadean Delk, Education Adm. (513) 328-2680

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
CLERMONT	Donald A. Collins P.O. Box 156 Batavia, OH 45103 (513) 732-7220	Clerco, Inc. P.O. Box 38 Owensville, OH 45160 Jack Murphy, W/S Director (513) 732-2855 Adult Habilitation Center 4275 Armstrong Boulevard Batavia, OH 45103 Jack Murphy, W/S Director (513) 732-2855	Clermont County Special Education Training Center P.O. Box 345 Owensville, OH 45160 Richard Sternberg, Asst., Supt. (513) 732-2651
CLINTON	Delmar Mahlerwein P.O. Box 870 4425 State Route 730 Wilmington, OH 45177 (513) 382-7519	Orian Rehabilitation Center, Inc. P.O. Box 870 4425 State Route 730 Wilmington, OH 45177 Roger Moore, W/S Director (513) 382-6674	Town & Country School P.O. Box 870 4425 State Route 730 Wilmington, OH 45177 Robin Gilbert, Principal (513) 382-6938
COLUMBIANA	Gerald L. Baker 35947 State Route 172 Lisbon, OH 44432 (216) 424-7787	Columbiana County Sheltered Workshop 8330 County Home Road Lisbon, OH 44432 Richard Little, W/S Director (216) 424-7711	Robert Bycroft School 35947 State Route 172 Lisbon, OH 44432 Susan Gregg, Principal (216) 424-7787
COSHOCTON	Rick Edmonds 23720 County Road 202 Coshocton, OH 43812 (614) 622-2032	Hopewell Industries 637 Chestnut Street Coshocton, OH 43812 Tim DeRan, W/S Director (614) 622-3563	Hopewell School 23720 County Road 202 Coshocton, OH 43812 (614) 622-2032

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
CRAWFORD	Hal Wurthmann 1650 East Southern Avenue Bucyrus, OH 44820 (419) 562-3321	Way Craft, Inc. 1650 East Southern Avenue Bucyrus, OH 44820 Michael Miller, W/S Director (419) 562-3321	Fairway School 1650 East Southern Avenue Bucyrus, OH 44820 Pam Holtshouse, Head Teacher (419) 562-3321
CUYAHOGA	Michael A. Donzella, Ed. D. 1050 Terminal Tower 50 Public Square Cleveland, OH 44113-2286 (216) 241-8230	Beachwood 23750 Mercantile Road Beachwood, OH 44122 Kathleen Schroeder-Caddy, Manager (216) 464-1695	Green Road Developmental Center 4329 Green Road Warrensville Heights, OH 44128 Alan J. Koterba, Principal (216) 464-0950
	Donald Rochon, Adult Svs. Dir. 1050 Terminal Tower Cleveland, OH 44113 (216) 241-8230	Central 1275 Lakeside Avenue Cleveland, OH 44114 Ernest J. Markovic, Jr., Manager (216) 861-0282	East Cleveland 14800 Private Drive Cleveland Heights, OH 44112 Ella Doss, Principal (216) 932-3106
	SOUTHWEST (Adult Program) 4720 Hinkley Industrial Pkwy. Cleveland, OH 45109 William Oliverio, Manager (216) 749-0356	Euclid ATC 1490 East 191 Street Euclid, OH 44117 Richard Hoban, Manager (216) 486-0600	Westlake Developmental Center 24211 Center Ridge Road Westlake, OH 44145 Jeffrey Corbacho, Principal (216) 835-8888
	Maple Heights (Adult Program) 14775 Broadway Maple Heights, OH 44137 David Gillespie, Manager (216) 475-7066	Parma ATC 12660 Plaza Drive Parma, OH 44130 Vickie Rice, Manager (216) 265-3030	Wm. Patrick Day Develop. Center 2421 Community College Avenue Cleveland, OH 44115 Charles Corea, Principal (216) 771-2212

CUYAHOGA COUNTY CONTINUED ON NEXT PAGE

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
CUYAHOGA COUNTY CONTINUED			
	Rocky River (Adult Program) 20120 Detroit Avenue Rocky River, OH 44116 Katherine Johnson, Manager (216) 333-1791	East Cleveland ATC 13231 Euclid Avenue East Cleveland, OH 44112 Gary Fusco, Manager (216) 681-4433	Parma Developmental Center 6149 West 130 Parma, OH 44130 Margery Welch, Principal (216) 362-6450
		S.A.W. Inc. 1275 Lakeside Avenue Cleveland, OH 44114-1132 Dave Visocky, Manager (216) 861-0250	Brooklyn ATC 10991 Memphis Avenue Brooklyn, OH 44144 Reginald Turner, Principal (216) 941-8800
DARKE	Shirley Turner 4932 Childrens' Home Road Greenville, OH 45331 (513) 548-8323	Wayne Industries 5844 Jaysville-St.Johns Road Greenville, OH 45331 Mary Brennan, W/S Director (513) 548-6025	Anthony Wayne School 4932 Childrens' Home Road Greenville, OH 45331 (513) 548-8323
DEFIANCE	Mary Reeves 195 Island Parkway Defiance, OH 43512 (419) 782-6621	QUADCO Rehabilitation Center 527 North Defiance Street Stryker, OH 43557 Jim Smock, Executive Director (419) 682-1011	Good Samaritan School 195 Island Parkway Defiance, OH 43512 (419) 782-6621
DELAWARE	Robert R. Morgan 4981 County Home Road Delaware, OH 43015 (614) 369-6541 or (614) 548-7313 x209	Alpha Industries 1350 London Road Delaware, OH 43015 Carmen Crum, W/S Director (614) 369-5248	Hickory Knoll School 4981 County Home Road Delaware, OH 43015 (614) 369-6541

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
ERIE	Stephen Lippert 4405 Galloway Road Sandusky, OH 44870 (419) 626-0208	Double S Industries 4405 Galloway Road Sandusky, OH 44870 Robert Talcott, W/S Director (419) 626-1048	Betty Rinderle School 4405 Galloway Road Sandusky, OH 44870 (419) 626-0208
FAIRFIELD	Patrick Maynard 1592 Granville Pike Lancaster, OH 43130 (614) 687-7244	Fairfield Industries, Inc. 219 North Columbus Street Lancaster, OH 43130 Steve Hettlinger, W/S Director (614) 687-7230	Forest Rose School 1592 Granville Pike Lancaster, OH 43130 Roy M. Johnson, Principal (614) 687-7225
FAYETTE	Charles Teter 1330 Robinson Road Washington C.H., OH 43160 (614) 335-1391	Fayette Progressive Industries, Inc. 1330 Robinson Road Washington C.H., OH 43160 Bill Creamer, Adult Svs. Director (614) 335-7453	Fayette Progressive School 721 South Fayette Street Washington C.H., OH 43160 (614) 335-1391
FRANKLIN	Stephen G. Pleasnick 2879 Johnstown Road Columbus, OH 43219 (614) 475-6440	ARC Industries East 909 Taylor Station Rd. Blacklick, OH 43004 Clarice Pavlick, W/S Director (614) 864-2406	Early Childhood Education 2879 Johnstown Road Columbus, OH 43219 Sherrie Ireland, Director (614) 475-6440
	Darrel Rutherford, Ph. D. Asst. Supt., Adult Services 2879 Johnstown Rd Columbus, OH 43219 (614) 475-6440	ARC Industries North 6633 Doubletree Columbus, OH 43229 Nan Burns, W/S Director (614) 436-4800	Northeast M.R. Training Center 500 N. Hamilton Road Gahanna, OH 43230 Cindy Hyatt, Principal (614) 476-0530

FRANKLIN COUNTY CONTINUED ON NEXT PAGE

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
FRANKLIN COUNTY CONTINUED			
	Don Barlow Assistant Superintendent 2879 Johnstown Rd. Columbus. OH 43219 (614) 475-6440	ARC Industries South 2201 Advance Avenue Columbus, OH 43207 James Zalenski, W/S Director (614) 445-8866	Marburn School 4141 Rudy Road Columbus, OH 43214 Donald Cantrell, Principal (614) 267-4883
	ARC Industries West 1000 Kinnear Road Columbus, OH 43212 Jackie Terry-Miller, W/S Director (614) 488-7991	Southeast M.R. Training Center 4200 Bixby Road Groveport, OH 43125 Sandra Tessier, Principal (614) 836-3946	Functional Living Skills Center 2155 Fenton Street Columbus, OH 43224 Joyce Kirby, W/S Director (614) 478-3833
	West Central M.R. Training Center 1481 W. Town Street Columbus, OH 43222 Mark Semer, Principal (614) 276-8231		
FULTON	Deb Stanforth 1210 North Ottokee Street Wauseon, OH 43567 (419) 337-4575	QUADCO Rehabilitation Center 527 North Defiance Street Stryker, OH 43557 Jim Smock, Executive Director (419) 682-1011	Fulton County Training Center 1210 North Ottokee Street Wauseon, OH 43567 (419) 337-4575
GALLIA	John D. Riffe, Ed. D. P.O. Box 14 Cheshire, OH 45620 (614) 367-7372	Gallco Industries, Inc. P.O. Box 14 Cheshire, OH 45620 Tim Stout, W/S Director (614) 367-7374	Guiding Hand School P.O. Box 14 Cheshire, OH 45620 David Ratliff, Principal (614) 367-7371

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
GEAUGA	Daniel J. Larrick 8200 Cedar Road Chesterland, OH 44026 (216) 729-9406	Metzenbaum Sheltered Industries 8090 Cedar Road Chesterland, OH 44026 Richard K. Klepper, W/S Director (216) 729-1919, 1910, 1416	Metzenbaum School 8200 Cedar Road Chesterland, OH 44026 Marcia A. Reardon, Principal (216) 729-9406, 9407, 9408
GREENE	John LaRock 115 Fairgrounds Road Xenia, OH 45385 (513) 376-9955 or (513)376-9501 (513) 426-7022 Toll-Free in Dayton area	Greene, Inc. 121 Fairgrounds Road Xenia, OH 45385 Deborah Capuano, Adult Svs. Director (513) 372-9974 or (513) 426-7477	Four Oaks School 623 Dayton-Xenia Road Xenia, OH 45385 Judy Pierce, Principal (513) 372-9259
GUERNSEY/ NOBLE	Neva Graban 60770 Southgate Road Byesville, OH 43723-9699 (614) 439-4451	G.N.C. Workshop, Inc. 60770 Southgate Road Byesville, OH 43723-9699 , W/S Director (614) 439-4451	Golden Rule School 60770 Southgate Road Byesville, OH 43723-9699 Mary Ann Chamberlain, Program Dir (614) 439-4451
HAMILTON	Thomas H. Kidd 7162 Reading Road, Suite 500 Cincinnati, OH 45237 (513) 631-2500 Karroll Miller, Adult Services Director Evendale Adult Center 9910 Reading Road Evendale, OH 45215 Wayne McKee, W/S Director (513) 563-2500	Frank's Adult Center 5884 Bridgetown Road Cincinnati, OH 45248 E. William Hoffman, W/S Director (513) 574-0990 Elmer P. Beckman Adult Center 2600 Civic Center Drive Cincinnati, OH 45231 Charles Burgess, W/S Director (513) 742-1576	Frederick A. Breyer School 2675 Civic Center Drive Cincinnati, OH 45231 Mary Schwanderer, Principal (513) 742-1500 Bobbie B. Fairfax School 5381 Kingsley Drive Cincinnati, OH 45227 Thomas Hoar, Principal (513) 271-2313

HAMILTON COUNTY CONTINUED ON NEXT PAGE

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
HAMILTON COUNTY CONTINUED			
	Northside Adult Center 4210 Dane Avenue Cincinnati, OH 45223 Joe Erpenbeck, W/S Director (513) 541-2904	E. Roger Jackson Adult Center 5093 Kingsley Drive Cincinnati, OH 45227 Pete Looney, W/S Director (513) 561-1328	Margaret B. Rost School 5858 Bridgetown Road Cincinnati, OH 45248 David Gross, Principal (513) 574-2372
HANCOCK	Bruce Mohley 1700 East Sandusky Street Findlay, OH 45840 (419) 422-6386	Blanchard Valley Adult Activity Center 1700 East Sandusky Street Findlay, OH 45840 Ken Lane, W/S Director (419) 422-6386	Blanchard Valley School 1700 East Sandusky Street Findlay, OH 45840 Dr. Jack Lizotte, Principal (419) 422-6386 Adams School 826 Washington Street Findlay, OH 45840 Dr. Jack Lizotte, Principal (419) 422-8173
HARDIN	Kim Miller 705 North Ida Street Kenton, OH 43326 (419) 674-4158	Harco Industries, Inc. 705 North Ida Street Kenton, OH 43326 Mark Kieffer, W/S Director (419) 674-4158	Simon Kenton School 705 North Ida Street Kenton, OH 43326 (419) 674-4158
HARRISON	James Gallagher 82480 Cadiz-Jevett Road Cadiz, OH 43907 (614) 942-2158	Harrison Industries, Inc. 82460 Cadiz-Jevett Road Cadiz, OH 43907 Peter Basil, W/S Director (614) 942-2158	Harrison Developmental Programs 82480 Cadiz-Jevett Road Cadiz, OH 43907 C. L. Strahl, Principal (614) 942-2158

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
HENRY	Gary D. Donaldson J-169, State Route 65 McClure, OH 43534 (419) 278-305	QUADCO Rehabilitation Center 527 North Defiance Street, PO 352 Stryker, OH 43557 Jim Smock, Executive Director (419) 682-1011	Hope School J-169, State Route 65 McClure, OH 43534 , Principal (419) 278-3050
HIGHLAND	R. Scott Amen 8919 U.S. 50 Hillsboro, OH 45133 (513) 393-4237	Highco, Inc. 8919 U.S. 50 Hillsboro, OH 45133 Keith Pohly, W/S Director (513) 393-2891	Hills & Dales Training Center 8919 U.S. 50 Hillsboro, OH 45133 (513) 393-4237
HOCKING	Deborah Clayton P.O. Box 387 Logan, OH 43138 (614) 385-6805 or (614)385-4162	Hocking Valley Industries, Inc. P.O. Box 64 Logan, OH 43138-0064 Albert Wheeler, W/S Director (614) 385-2118	Rainbow School P.O. Box 387 Logan, OH 43138 Mary Ciesler, Head Teacher (614) 385-7147
HOLMES	Richard E. Maxwell, Acting 8001 T.R. 574 Holmesville, OH 44633 (216) 674-8045	Lynn Hope Industries, Inc. 8001 T.R. 574 Holmesville, OH 44633 Mike Stoner, W/S Director (216) 674-0556	Holmes County Training Center 8001 T.R. 574 Holmesville, OH 44633 (216) 674-8045
HURON	Kenneth DePaola 306 South Norvalk Road, West Norvalk, OH 44857 (419) 668-8840	Christie Lane Adult Activities Center 306 South Norvalk Road, West Norvalk, OH 44857 Vern Hicks, W/S Director (419) 668-8840	Cristie Lane School 306 South Norvalk Road, West Norvalk, OH 44857 (419) 668-8840

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
JACKSON	Mike Thompson P.O. Box 308, Sellers Drive Jackson, OH 45640 (614) 286-6491	J-VAC Industries 202 South Pennsylvania Avenue Wellston, OH 45692 Philip Ferrara, W/S Director (614) 384-2155	Hope Haven School P.O. Box 308, Sellers Drive Jackson, OH 45640 (614) 286-6491
JEFFERSON	Richard Pfannenschmidt 256 John Scott Highway Steubenville, OH 43952 (614) 264-7176	JeffCo Workshop, Inc. 256 John Scott Highway Steubenville, OH 43952 Carlo Schiappa, Adult Svs. Director (614) 264-7176 JeffCo Training Center 256 John Scott Highway Steubenville, OH 43952 Mike Mehalik, W/S Director (614) 266-6167	School of Bright Promise 256 John Scott Highway Steubenville, OH 43952 Mary Barksdale, Principal (614) 264-7176
KNOX	H. Michael Miller 1375 Newark Road P.O. Box 1110 Mount Vernon, OH 43050 (614) 397-4657	New Hope Industries 1375 Newark Road P.O. Box 1110 Mount Vernon, OH 43050 Stephanie Selfe, W/S Director (614) 397-4657	Knox New Hope Center 1375 Newark Road P.O. Box 1110 Mount Vernon, OH 43050 Ken Farnham (614) 397-4657
LAKE	Ken Gossett 8121 Deepwood Boulevard Mentor, OH 44060 (216) 255-7411	Deepwood Center Vocational Guidance Center 8121 Deepwood Boulevard Mentor, OH 44060 Gary Planicka, Adult Services Director (216) 255-7411, x250	Broadmoor School 8090 Broadmoor Road Mentor, OH 44060 Arlene F. Mole, Principal (216) 942-0260

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
LAWRENCE	Jimmie G. Thacker 421 Lorain Street Ironton, OH 45638 (614) 532-1234	Tri-State Industries, Inc. 606 Carlton-Davidson Lane Colegrove, OH 45638 Paul Mollett, W/S Director (614) 532-0406	Open Door School 421 Lorain Street Ironton, OH 45638 Linda V. Gates, Principal (614) 532-1234
LICKING	Cheryl Phipps 65 West Church Street Newark, OH 43055 (614) 349-6588	Licco Sheltered Workshop 600 Industrial Parkway Heath, OH 43055 Nancy Wedemeyer, W/S Director (614) 522-8345	Eleanor S. Weiant Starlight School 116 North 22nd Street Newark, OH 43055 Billie Estridge, Principal (614) 344-8812
LOGAN	Lawrence J. Rammel 1973 State Route 47, West Bellefontaine, OH 43311 (513) 592-0015	Ross Training Center 1973 State Route 47, West Bellefontaine, OH 43311 Don Whittington, Adult Svs. Director (513) 592-0015	Ludlov School 1973 State Route 47, West Bellefontaine, OH 43311 (513) 592-0015
LORAIN	Ellen L. Payner, Ph. D. 1095 Infirmary Road Elyria, OH 44035 (216) 329-3734 (Elyria) (216) 244-6261 (Lorain) x3734	Murray Ridge Workshop 1095 Infirmary Road Elyria, OH 44035 Jerry Findlan, W/S Director Thaddeus Chmura, Adult Svs. Director (216) 329-3734 Murrary Ridge Center 4360 Uberlin Avenue Lorain, OH 44053 Ann Findlan, W/S Director (216) 282-2131	Murray Ridge School 9750 South Murray Ridge Elyria, OH 44035 Nancy Jurecki, Dir. Childrens Srs. (216) 329-3760 (Elyria) (216) 244-6261 (Lorain) x3760

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
LUCAS	Fred De Crescentis 2001 Collingwood Blvd. Toledo, OH 43620 (419) 248-3585	Lott Industries 2001 Collingwood Blvd Toledo, OH 43620 Bill Bickett, Adult Svs. Director (419) 255-0064 or (419) 248-3585	Jay J. Shuer School Wynn and Seaman Roads Oregon, OH 43616 John Pristash, Principal (419) 693-0761
	Telegraph Road Plant (Adult) 5500 Telegraph Road Toledo, OH 43612 John Roberts, Manager (419) 476-2516	Ashland Plant 2228 Ashland Avenue Toledo, OH 43610 Jan Springer, Manager (419) 242-9523	LARC Lane School 1155 Larc Lane Street Toledo, OH 43614 Don Yates, Principal (419) 385-5771
	(Adult) Collingwood Senior Center 2001 Collingwood Blvd. Toledo, OH 43620 Marion Long, Manager (419) 248-3585	Berdan Plant 761 Berdan Avenue Toledo, OH 43610 Robert Stebbins, Manager (419) 244-9537	Ryder Early Education Center 3117 Nebraska Toledo, OH 43607 Mary Beauregard, Principal (419) 536-4065
		Vocational Services Center 1157 Larc Lane Street Toledo, OH 43614 William Timmerman, Act. Manager (419) 385-4686	Pat Brogvan, Dir. of Education (419) 248-3585
MADISON	James Canney 1501 St. Rt. 38, S.E. London, OH 43140 (614) 852-1103 or 879-7739	MATCO Industries, Inc. 1499 St. Rt. 38, S.E., P.O. Box 533 London, OH 43140 Van Viney, W/S Director (614) 852-1134	Fairhaven School 1501 St. Rt. 38, S.E. London, OH 43140 (614) 852-1103

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
MAHONING	Douglas Burkhardt, Ph.D. 4791 Woodridge Drive Austintown, OH 44515-4899 (216) 797-2825	MASCO, Inc. 825 Bev Road Boardman, OH 44512 Mary Brown, W/S Director (216) 797-2889	Leonard Kirtz Mahoning County 4801 Woodridge Drive Austintown, OH 44515 Charles Holden, Principal (216) 797-2847
	Joe Mancuso, Adult Svs. Dir. 4791 Woodridge Drive Austintown, OH 44515 (216) 797-2825	MASCO, Inc. 945 West Rayen Avenue Youngstown, OH 44502 Aygustine Ruggiero, W/S Director (216) 797-2867	
MARION	Jerome C. Manuel 2387 Harding Highway East Marion, OH 43302 (614) 387-1034	MARCA Industries, Inc. 2387 Harding Highway East Marion, OH 43302 Stephen Woitovich, Adult Svs. Director (614) 387-1034	MARCA School 2387 Harding Highway East Marion, OH 43302 Sue Young, Principal (614) 387-1035
MEDINA	James N. Spindler 3076 Remsen Road Medina, OH 44256 (216) 725-7751	Medina County Sheltered Industries 3334 Myers Road Medina, OH 44256 John P. Stefanik, W/S Director (216) 725-7753 or 225-0533	Medina County Achievement Center 3076 Remsen Road Medina, OH 44256 , Principal (216) 725-7751
MEIGS	Lee Wedemeyer P.O. Box 307 John Street Syracuse, OH 45779 (614) 992-6683	Meigs Industries, Inc. P.O. Box 307, 1310 Carleton Street Syracuse, OH 45779 Keith Black, Adult Svs. Director (614) 992-6684	Carleton School P.O. Box 307 Syracuse, OH 45779 Bette Hoffman, School Supervisor

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
MERCER	Michael Overman P.O. Box 137 4980 Mud Pike Celina, OH 45822 (419) 586-2369	Adult Activity Center P.O. Box 137 4980 Mud Pike Celina, OH 45822 Richard Garvick, W/S Director (419) 586-2369	Cheryl Ann School P.O. Box 137 4980 Mud Pike Celina, OH 45822 , Principal (419) 586-2369
MIAMI	Barbara Kauffman 1625 Troy-Sidney Road Troy, OH 45373 (513) 339-8313 Susan M. Seitz Adult Svs. Director	R.T. Industries, Inc. (1) 1625 Troy-Sidney Road Troy, OH 45373 (513) 339-8313 R.T. Industries, Inc. (2) 110 Foss Way Drive Troy, OH 45373 (513) 335-5784	Riverside School 1625 Troy-Sidney Road Troy, OH 45373 Beatrice Friel, Principal (513) 339-8313
MONROE	David E. Mansperger 47011 S.R. 26, P.O. Box 623 Woodsfield, OH 43793 (614) 472-1712	M.A.C.O. Workshop P.O. Box 564, Fairgrounds Road Woodsfield, OH 43793 , W/S Director (614) 472-5445	Monroe Achievement Center 47011 S.R. 26, P.O. Box 623 Woodsfield, OH 45793 (614) 472-1712
MONTGOMERY	Kenneth W. Ritchey 8114 North Main Street Dayton, OH 45415 (513) 890-3080	Monco Industries 2122 Jergens Road Dayton, OH 45404-1228 Jean Lockwood/Loren Phelps, Facility Managers (513) 233-8800	Northview School 8114 North Main Street Dayton, OH 45415 Ann Mourouzis, Principal (513) 890-3080

MONTGOMERY COUNTY CONTINUED ON NEXT PAGE

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
MONTGOMERY COUNTY CONTINUED			
	Jim Stock, Asst. Supt. 8114 North Main Street Dayton, OH 45415 (513) 890-3080	Adult Activity Center 580 Calumet Lane Dayton, OH 45427 Pauline Richardson, Supervisor (513) 835-5624	Southview School 25 Thorpe Drive Dayton, OH 45420 Carolyn Bouier, Principal (513) 258-1446
	Claudia Isenberger Adult Services Director 580 Calumet Lane Dayton, OH 45427 (513) 835-5624	Adult Services/Kuntz Road 1507 Kuntz Road Dayton, OH 45404 Julie Collier, Supervisor (513) 461-6550	Calumet School 580 Calumet Lane Dayton, OH 45427 Pauline Richardson, Principal (513) 835-5624
		Education & Employment Services 2610 Philadelphia Drive Dayton, OH 45405 Dan Heaton, W/S Director (513) 276-6830	Early Childhood Intervent. Cntr. 2610 Philadelphia Drive Dayton, OH 45405 Joan White, Facility Manager (513) 278-4283
MORGAN	James C. Davis P.O. Box 356 McConnelsville, OH 43756 (614) 962-4200	Mary Hammond Adult Activity Center (MHAAC) Box 297 - Fifth & Main Streets Malta, OH 43758 Fred Briggs, W/S Director (614) 962-4010	Mary Hammond School 100 North 10th Street McConnelsville, OH 43756 James C. Davis, Superintendent (614) 962-5551
MORROW	William Crawford 406 Bank Street Mt. Gilead, OH 43338 (419) 947-7045	Whetstone Industries, Inc. 406 Bank Street Mt. Gilead, OH 43338 Jan Arnold, W/S Director (419) 946-6971	Whetstone School 406 Bank Street Mt. Gilead, OH 43338 (419) 946-3751

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
MUSKINGUM	Kenneth J. Legats 1304 Newark Road Zanesville, OH 43701 (614) 453-4829 or 453-4696	Muskingum Starlight Industries (#1) 1330 R Newark Road Zanesville, OH 43701 Timothy Spitzer, W/S Director (614) 453-3544 Muskingum Starlight Industries (#2) 655 Zane Street Zanesville, OH 43701 Timothy Spitzer, W/S Director (614) 453-3544 or 4530-4189	Muskingum County Starlight School 1330 Newark Road Zanesville, OH 43701 Nancy (Lutz) Goff, Principal (614) 455-4176 or 455-4177
NOBLE (Also see Guernsey)	Neva Graban P.O. Box 365 Caldwell, OH 43724 (614) 732-7144	G.N.C. Workshop, Inc. 60770 Southgate Road Byesville, OH 43723 Earl Young, W/S Director (614) 439-4451	Golden Rule School 60770 Southgate Road Byesville, OH 43723 Neva Graham, Supervisor (614) 439-4451
OTTAWA	James B. Frederick 8200 West Harbor Road Oak Harbor, OH 43449 (419) 898-0400	Riverview Industries, Inc. 8200 West Harbor Road Oak Harbor, OH 43452 Michael Robyck, W/S Director (419) 898-5250	Riverview School 8200 West Harbor Road Oak Harbor, OH 43449 Marjory P. Wilkin, Head Teacher (419) 898-0400
PAULDING	Dennis Wine Route 2, Box 1213 Paulding, OH 45879-9601 (419) 399-4800	P.C. Workshop, Inc. Route 2 Box 1796 Paulding, OH 45879-9601 Steve Hilgeman, W/S Director (419) 399-4805	PARC Lane Training Center Route 2, Box 1213 Paulding, OH 45879-9601 (419) 399-4800

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
PERRY	Gary Bashaw 5720 State Route 345, N.E. New Lexington, OH 43764 (614) 342-3542	PERCO, Inc. 2235 State Route 13 New Lexington, OH 43764 Greg Clayton, W/S Director (614) 342-5156 or 342-5157	Perry County Community School 5720 State Route 345, N.E. New Lexington, OH 43764 (614) 342-3542
PICKAWAY	Randy Beach 200 East High Street Circleville, OH 43113 (614) 477-3353	Pickaway County Sheltered Workshop 548 Lancaster Pike Circleville, OH 43113 Robert Gaston, W/S Director (614) 474-1522	Brooks-Yates School 200 East High Street Circleville, OH 43113 (614) 474-7805 or (614) 474-7739
PIKE	Steve Crace 301 Clough Street Waverly, OH 45690 (614) 947-7502	Pike County Adult Activity Center 301 Clough Street Waverly, OH 45690 Charles Myers, W/S Director (614) 947-7502	School for Child Advancement 301 Clough Street Waverly, OH 45690 (614) 947-7502
PORTAGE	Dennis M. Coble 2606 Brady Lake Road Ravenna, OH 44266 (216) 297-6209	Portage Industries, Inc. 7008 State Route 88 Ravenna, OH 44266 Phillip Miller, Adult Program Director (216) 296-2839	Happy Day School 2500 Brady Lake Road Ravenna, OH 44266 Karen Schafer, Principal (216) 678-2400
PREBLE	Howard I. Curth 111 South Barron Street Eaton, OH 45320 (513) 456-5891	L&M Products, Inc. 201 East Lexington Road, P.O. Box 324 Eaton, OH 45320 Wendy Aker, W/S Director (513) 456-7141	School Age Program East Street Gratis, OH 45330 Jon Smith, Head Teacher (513) 787-4729

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
PUTNAM	Terry Leopold 7989 State Route 108 Ottawa, OH 45875 (419) 876-3944	Brookhill Center Workshop 7989 State Route 108 Ottawa, OH 45875 Robert Kabbaz, W/S Director (419) 876-3932	Brookhill Center 7989 State Route 108 Ottawa, OH 45875
RICHLAND	Connie Ament 314 Cleveland Avenue Mansfield, OH 44903-2694 (419) 526-0120	Newhope Industries 133 East Third Street - P.O. Box 916 Mansfield, OH 44901-0916 , W/S Director (419) 526-1967	Newhope School 255 Hedges Street Mansfield, OH 44903 Debra Movers, Director of Ed. (419) 522-5141 Raintree 721 Scholl Road Mansfield, OH 44907 John Trunk, Director (419) 756-0650
ROSS	Rick Marriott 11268 County Road 550 Chillicothe, OH 45601 (614) 773-8044	First Capital Enterprises 167 West Main Street Chillicothe, OH 45601 James Carruth, W/S Director (614) 773-2166	Pioneer School 11268 County Road 550 Chillicothe, OH 45601 Wesley H. Fisher, Principal (614) 773-8044
SANDUSKY	Barbara J. Smola 1001 Castalia Road Fremont, OH 43420 (419) 332-9296	Sandco Industries 1101 Castalia Road Fremont, OH 43420 Don Nalley, W/S Director (419) 334-9090	School of Hope 1001 Castalia Road Fremont, OH 43420 Jayne Repp, Principal (419) 332-9296

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
SCIOTO	John E. Oakley 2619 Gallia Street Portsmouth, OH 45662 (614) 353-1876	STAR, Inc. 2625 Gallia Street Portsmouth, OH 45662 Fred Nelson, W/S Director Dave Ross, Production Manager (614) 354-1517; 354-6268; 353-2357	Happy Hearts School 2619 Gallia Street Portsmouth, OH 45662 Brenda Benson, Principal (614) 353-1876 or 5482
SENECA	Charles A. Wolf 780 East Seneca County Road 20 Tiffin, OH 44883 (419) 447-7521	Seneca Re-Ad Industries, Inc. 780 East Seneca County Road 20 Tiffin, OH 44883 Clete Stewart, Production Manager Mark Leahy, Adult Svs. Director (419) 447-4461	Opportunity Center School of Opportunity 780 East Seneca County Road 20 Tiffin, OH 44883 Rachel Herron, Dir.of Childs.Svs. (419) 447-7521
SHELBY	Robert Zimmerman, Ed. D. 1200 South Children's Home Road P.O. Box 258 Sidney, OH 45365 (513) 498-4565	S & H Products 435 Strolley Drive Sidney, OH 45365 Diane Santarelli, Emp Serv. Coord Rick Husa, W/S Director (513) 498-4229	Shelby Hills School 1200 South Children's Home Road P.O. Box 258 Sidney, OH 45365 Catherine Clayton, Inst. Supv. (513) 498-4565
STARK	Joseph F. James, Ph. D. 3041 Cleveland Avenue, S. Canton, OH 44707 (216) 484-4814	Lester Higgins Adult Center 3041 Cleveland Avenue, S. Canton, OH 44707 Mary Miller, Manager (216) 484-4814	Southgate School 3041 Cleveland Avenue, S. Canton, OH 44707 Linda Backus, Principal Stan Leitzke, Dir. of Schools (216) 484-2547

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COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
STARK COUNTY CONTINUED			
	West Stark Center (Adult) 7891 Hills & Dales Road, N.W. Massillon, OH 44646 Paul Barcus, Manager Gary Braun, Dir. of A. Svs. (216) 833-1540	Cohen/Joliet Industries 3525 Regent Avenue, N.E. Canton, OH 44705 Dave Cleveland, Manager (216) 455-0393	Eastgate School 2121 Ashland Street, N.E. Louisville, OH 44641 Betty Elsaesser, Principal Fran Pratt, Social Svs. Director (216) 875-3347
	Eastgate (Adult) 2121 Ashland Street, N.E. Louisville, OH 44641 Jack Frient, Manager (216) 875-3347	Garfield Interim Workshop 1379 Garfield, S.W. Canton, OH 44706 Ray Olivera, Manager (216) 454-6222	
		Workshop V (Adult) 2950 Whipple Avenue, N.W. Canton, OH 44708 , Manager (216) 478-8068	
SUMMIT	Norman Czubaj (Shubi) 441 Wolf Ledges Parkway Suite 200 Akron, OH 44311 (216) 379-3600 or 379-3620	Akron Training & Work Center 140 East Market Street Akron, OH 44308 Robert Craven, W/S Director (216) 379-3606	Weaver School 89 East Howe Road Tallmadge, OH 44278 Judith Latin, Principal (216) 630-3001
	Southern Training & Work Center (Adult) 1651 Massillon Road Akron, OH 44313 Janet Jo Walter, Director (216) 733-2431 (& Coord.A.Svs.)	Bath Training & Work Center 340 N. Cleveland-Massillon Rd. Akron, OH 44313 Jeffrey E. Folb, W/S Director (216) 666-8815	Weaver High School Schnee School 2222 Issaquah Street Cuyahoga Falls, OH 44221 Ian Blain, Principal (216) 929-2046

SUMMIT COUNTY CONTINUED ON NEXT PAGE

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL
SUMMIT COUNTY CONTINUED			
PROGRAM	Sheltered Workshop Fund, Inc. (Adult) 140 East Market Street Akron, OH 44308 (216) 379-3606	Tallmadge Training & Work Center 630 North Avenue Tallmadge, OH 44278 Jerrie Maher, W/S Director (216) 630-3064	
TRUMBULL	Fred D. Cleary 420 Lincoln Way Niles, OH 44446 (216) 652-5811 Jerry Hamilton, Adult Services Director	Fairhaven Sheltered Workshop Niles Branch 420 Lincoln Way Niles, OH 44446 David Taylor, Foreman (216) 544-0462 Fairhaven Sheltered Workshop Champion Branch 455 Educational Highway Warren, OH 44483 Larry Leskovec, Foreman (216) 847-7275	Fairhaven School 420 Lincoln Way Niles, OH 44446 Paul Rubinic, Principal (216) 652-5811
TUSCARAWAS	Thomas Seesan 518 Church Avenue, S.W. New Philadelphia, OH 44663 (216) 339-3577	Starlight Enterprises, Inc. 638 Commercial Avenue, S.W. - Box 5007 New Philadelphia, OH 44663 Sarah A. Winters, W/S Director (216) 339-3578	Starlight School 518 Church Avenue, S.W. New Philadelphia, OH 44663 Sue Kloc, Principal (216) 339-3577
UNION	Jerry L. Buerger 1280 Charles Lane P.O. Box 433 Marysville, OH 43040 (513) 644-8145	U-Co Industries, Inc. 835 East 5th Street Marysville, OH 43040 Teresa O'Connell, Director (513) 644-4933	Harold Levis School P.O. Box 433 Marysville, OH 43040 Christine Pridey, Principal (513) 644-8145

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
VAN WERT	James Stripe 813 North Franklin Street Box 604 Van Wert, OH 45891 (419) 238-1514	Adult Activity Center Box 604 Van Wert, OH 45891 , W/S Director (419) 238-1514	Thomas Edison School Box 604 Van Wert, OH 45891 (419) 238-1514
VINTON	Lee Wedemeyer ~~112 North Market Street~~ McArthur, OH 45651 (614) ~~596-4411~~ 596-4515	J-VAC Industries 202 South Pennsylvania Avenue Wellston, OH 45692 Phillip Ferrara, W/S Director (614) 384-2155	Vinton County School 112 North Market Street McArthur, OH 45651 (614) 596-4411
WARREN	~~Sylvia K. Gross~~ DAN BOSLEY 410 South East Street Lebanon, OH 45036 (513) 932-1834	Production Services Unlimited 575 Columbus Avenue Lebanon, OH 45036 Russell Burr, W/S Director (513) 932-0440	Green Knoll School 410 South East Street Lebanon, OH 45036 Laura Bosse, Ed. Director (513) 932-1834 Hopewell School 410 South East St. Lebanon, OH 45036 Laura Bosse, Ed. Director (513) 932-1834 South Lebanon Elementary 10 North High South Lebanon, OH 45065
WASHINGTON	Jim Denes P.O. Box 702 Marietta, OH 45750 (614) 373-3781	WASCO, Inc. P.O. Box 702 Marietta, OH 45750 John Henry, W/S Director (614) 373-3418	Ewing School P.O. Box 702 Marietta, OH 45750 Jeanne Hengen, Prog. Coord. (614) 373-3781

January 1990

COUNTY BOARDS OF MENTAL RETARDATION & DEVELOPMENTAL DISABILITIES

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
WAYNE	Stephen Allison 266 Oldman Road Wooster, OH 44691 (216) 345-6016	Nick Aester Sheltered Workshop 266 Oldman Road Wooster, OH 44691 Don Daye, Adult Svs. Director (216) 345-7979	Ida Sue School 266 Oldman Road Wooster, OH 44691 Susan Coleman, Principal (216) 345-7251
WILLIAMS	Robert W. Porter Route #3 Montpelier, OH 43543 (419) 485-5221	QUADCO Rehabilitation Center 527 North Defiance Street Stryker, OH 43557 Jim Smock, Executive Director (419) 682-1011	Sunnyside School Route #3 Montpelier, OH 43543 , Principal (419) 485-5221
WOOD	Douglas W. McVey 545 Pearl Street Bowling Green, OH 43402 (419) 352-5115	Wood Lane Industries 11160 East Gypsy Lane Road Bowling Green, OH 43402 Bill Clifford, Adult Svs. Director (419) 352-5115	Wood Lane School 11160 East Gypsy Lane Road Bowling Green, OH 43402 Rob Spence, Principal (419) 352-5115
WYANDOT	Douglas F. Reynolds, Acting 11028 CH 44, Rt. #2 Upper Sandusky, OH 43351 (419) 294-4901	Angeline Industries, Inc. 11028 CH 44, Rt. #2 Upper Sandusky, OH 43351 , W/S Director (419) 294-4901	Angeline School 11028 CH 44, Rt. #2 Upper Sandusky, OH 43351 Mary Jo Roeder, Supervisor (419) 294-4148

January 5, 1990 Feel free to call ODMR/DD Office of Adult Services at (614) 466-6051 to make revisions to this county board roster, we would like to keep the listing as current as possible. THANK YOU!!!

CAD/slc

COUNTY	SUPERINTENDENT	ADULT PROGRAM	SCHOOL PROGRAM
		DEVELOPMENTAL CENTER WORKSHOPS	
FRANKLIN	James G. Morrey, Ed.D Columbus Developmental Center 1601 West Broad Street Columbus, OH 43223 (614) 272-0509	Franklinton Industries Columbus Developmental Center 1601 West Broad Street Columbus, OH 43223 (614) 274-6079	
SENECA	Jerry Johnson Tiffin Developmental Center 600 North River Road Tiffin, OH 44883 419/447-1450	Norvesco Industries 600 North River Road Tiffin, OH 44883 419/447-1450	
WAYNE	Jeffery Speiss Apple Creek Developmental Cntr. 2532 S. Apple Creek Road P.O. Box 148 Apple Creek, OH 44606 (216) 698-2411	Progress Center Apple Creek Developmental Center 2532 S. Apple Creek Road P.O. Box 148 Apple Creek, OH 44606 (216) 698-2411	

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CAD/slc (802) 1-5-90

MENTAL HEALTH BOARDS

Adams/Lawrence/Scioto Co. Alcohol, Drug Addiction
& MH Services Board
802 1/2 Chillicothe Street
Portsmouth, Ohio 45662
(614) 354-5648

Allen/Auglaize/Hardin Co. Alcohol, Drug Addiction &
MH Services Board
204 North West Street
Lima, Ohio 45801
(419) 222-5120

Ashland Co. Alcohol, Drug Addiction &
Mental Health Services Board
738 Clermont Avenue
Ashland, Ohio 44805
(419) 289-2522

Ashtabula Co. Alcohol, Drug Addiction &
Mental Health Services Board
2801 "C" Court
Ashtabula, Ohio 44004
(216) 992-3121

Athens/Hocking/Vinton Co. Alcohol, Drug
Addiction and MH Services Board
Box 130, Dairy Lane
Athens, Ohio 45701
(614) 592-6648

Belmont, Harrison/Monroe Co. Alcohol,
Drug Addiction & MH Services Board
99 North Sugar Street
St. Clairsville, Ohio 43950
(614) 695-9998

Brown Co. Alcohol, Drug Addiction and
MH Services Board
113 South Apple
Georgetown, Ohio 45121
(513) 378-3504

Butler County Mental Health Board
201 North Brookwood Avenue
Hamilton, Ohio 45013
(513) 863-6200

Clark Co. Alcohol, Drug Addiction &
Mental Health Services Board
1101 East High Street
Springfield, Ohio 45505
(513) 322-0648

Clermont Co. Alcohol, Drug Addiction &
Mental Health Services Board
2291 Bauer Road, Box 102
Batavia, Ohio 45103
(513) 732-7203

Columbiana Co. Alcohol, Drug Addiction &
Mental Health Services Board
40722 S.R. 154
Lisbon, Ohio 44432
(216) 424-9573

Crawford Co. Alcohol, Drug Addiction &
Mental Health Services Board
130 N. Walnut Street
Bucyrus, Ohio 44820
(419) 562-7288

Cuyahoga County Mental Health Board
Rockefeller Building, Room 1200
614 Superior Avenue, N.W.
Cleveland, Ohio 44113
(216) 241-3400

Four Co. Alcohol, Drug Addiction &
Mental Health Services Board
1939 E. 2nd Street Plaza Center
Defiance, Ohio 43512
(419) 782-8203

Delaware/Morrow Co. Alcohol, Drug
Addiction & MH Services Board
40 N. Sandusky Avenue, Suite 202
Delaware, Ohio 43015
(614) 369-1281

Erie/Ottawa Co. Alcohol, Drug Addiction
& MH Services Board
1180 Cleveland Road
Sandusky, Ohio 44870
(419) 627-1908

Fairfield Co. Alcohol, Drug Addiction &
Mental Health Services Board
124 East Main Street, Suite 200
Lancaster, Ohio 43130
(614) 654-0829

Franklin Co. Alcohol, Drug Addiction &
Mental Health Services Board
447 E. Broad Street
Columbus, Ohio 43215
(614) 224-1057

Gallia/Jackson/Meigs Co. Alcohol, Drug Addiction & MH Services Board
P.O. Box 514
Gallipolis, Ohio 45631
(614) 446-3022

Geauga Co. Alcohol, Drug Addiction & MH Services Board
211 Main St., Second Fl., Opera House
Chardon, Ohio 44024
(216) 285-2282

Greene Co. Alcohol, Drug Addiction & Mental Health Services Board
452 West Market Street
Xenia, Ohio 45385-2815
(513) 376-8768

Hamilton County Mental Health Board
The Alms & Doepke Building
222 E. Central Parkway
Cincinnati, Ohio 45202
(513) 621-3045

Hancock Co. Alcohol, Drug Addiction & Mental Health Services Board
1319 N. Main Street, Suite 3
Findlay, Ohio 45840
(419) 424-1985

Huron Co. Alcohol, Drug Addiction & Mental Health Services Board
180 Milan Avenue, Room 112
Norwalk, Ohio 44857
(419) 668-8649

Jefferson Co. Alcohol, Drug Addiction & Mental Health Services Board
3200 Johnson Road, Suite 1
Steubenville, Ohio 43952
(614) 264-1666

Lake Co. Alcohol, Drug Addiction & Mental Health Services Board
Nolan Building
105 Main Street, P.O. Box 490
Painesville, Ohio 44077
(216) 352-3117

Licking/Knox Co. Alcohol, Drug Addiction & MH Services Board
65 Messimer Drive
Newark, Ohio 43055
(614) 522-1234

Logan/Champaign Co. Alcohol, Drug Addiction & MH Services Board
123 N. Detroit Street
Box 765
West Liberty, Ohio 43357
(513) 465-1045

Lorain County Mental Health Board
385 Midway Boulevard, Suite 205
Elyria, OHio 44035
(216) 324-2020

Lucas County Mental Health Board
Community Services Building
One Stranahan Square, Room 570
Toledo, Ohio 43604
(419) 241-6259

Madison Co. Alcohol, Drug Addiction & Mental Health Services Board
58 E. High Street, Suite A
London, Ohio 43140
(614) 852-5803

Mahoning County Mental Health Board
211 Ohio One Building
25 E. Boardman Street, #213
Youngstown, Ohio 44503
(216) 746-2959

Marion Co. Alcohol, Drug Addiction & MH Services Board
399 East Church Street
Marion, Ohio 44302
(614) 387-8531

Medina Co. Alcohol, Drug Addiction & Mental Health Services Board
246 Northland Drive, Suite 100
Medina, Ohio 44256
(216) 723-9642

Montgomery Co. Alcohol, Drug Addiction & MH Services Board
405 West First Street
Dayton, Ohio 45402
(513) 443-0416

Muskingum Co. Alcohol, Drug Addiction & Mental Health Services Board
1205 Newark Road
Zanesville, Ohio 43701
(614) 454-8557

Paint Co. Alcohol, Drug Addiction &
Mental Health Services Board
394 Chestnut Street
Chillicothe, Ohio 45601
(614) 773-2283

Portage Co. Alcohol, Drug Addiction &
Mental Health Services Board
P.O. Box 743
Kent, Ohio 44240
(216) 673-1756

Preble Co. Alcohol, Drug Addiction &
Mental Health Services Board
P.O. Box 419
Eaton, Ohio 45320
(513) 456-6827

Putnam Co. Alcohol, Drug Addiction &
Mental Health Services Board
Mental Health Clinic, Inc.
P.O. Box 406
Ottawa, Ohio 45825
(419) 523-6338

Richland Co. Alcohol, Drug Addiction &
Mental Health Services Board
741 Scholl Road
Mansfield, Ohio 44907
(419) 756-1717

Seneca/Sandusky/Wyandot Co. Alcohol,
Drug Addiction & MH Services Board
600 North River Road
Tiffin, Ohio 44883
(419) 448-0640

Stark County Mental Health Board
800 Market Avenue, North, Suite 1150
Canton, Ohio 44702-1075
(216) 455-6644

Summit Co. Alcohol, Drug Addiction &
Mental Health Services Board
405 Tallmadge Road
Cuyahoga Falls, Ohio 44221
(216) 922-0436

Tri-Co. Alcohol, Drug Addiction & Mental
Health Services Board
3130 N. Dixie Highway
Troy, Ohio 45373
(513) 335-0648

Trumbull Co. Alcohol, Drug Addiction &
Mental Health Services Board
418 Main Avenue, S.W., Suite G
Warren, Ohio 44481
(216) 399-7571

Tuscarawas/Carroll Co. Alcohol, Drug
Addiction & MH Services Board
P.O. Box 522
New Philadelphia, Ohio 44663
(216) 339-1150

Union Co. Alcohol, Drug Addiction &
Mental Health Services Board
Charles B. Mills Center
715 S. Plum Street
Marysville, Ohio 43040
(513) 644-9192

Van Wert/Mercer/Paulding Co. Alcohol,
Drug Addiction & MH Services Board
441 Market Street, East
P.O. Box 608
Celina, OHio 45822
(419) 586-5860

Warren/Clinton Co. Alcohol, Drug
Addiction & MH Services Board
212 Cook Road
Lebanon, Ohio 45036
(513) 932-2373

Washington Co. Alcohol, Drug Addiction &
MH Services Board
215 1/2 Second Street
Marietta, Ohio 45750
(614) 374-6990

Wayne/Holmes Co. Alcohol, Drug
Addiction & Mental Health Services Board
215 S. Walnut Street
Wooster, Ohio 44691
(216) 264-2527

Wood Co. Alcohol, Drug Addiction &
Mental Health Services Board
745 Haskins Road
Bowling Green, Ohio 43402
(419) 352-8475

OHIO DEPARTMENT OF HUMAN SERVICES

BUREAU OF WORK AND TRAINING
27th Floor
30 E. Broad Street
Columbus, Ohio 43215
Telephone (614) 466-8530

LEILA HARDAWAY, CHIEF

LaDonna Jones, Project Manager
Ruth Ann Sieber, Project Manager

Gerry Cain, Program Developer
Robert Haas, Program Developer
Ralph Hedenskoog, Program Developer
Evelyne James, Program Developer
David Kulich, Program Developer
Dennis McGee, Employment Specialist
Tommy McLinn, Program Coordinator
Brenda Newsom, Program Developer
Gayle Nobleton, Program Developer
Marlene Patton, Program Developer

Janice McQueen, Secretary
Linda Williams, Secretary

Loretta Adams, District Director
CANTON District Office
Ohio Department of Human Services
220 Market Avenue, South
Canton, Ohio 44702
(216) 430-1950

Ashland
Belmont
Carroll
Columbiana
Coshocton
Guernsey
Harrison
Holmes
Jefferson
Mahoning
Monroe
Morgan
Muskingum
Noble
Richland
Stark
Tuscarawas
Washington
Wayne

Barbara Kleefeld, District Director
CINCINNATI District Office
Ohio Department of Human Services
100 East Eighth Street
Cincinnati, OHio 45202
(513) 852-3280

Adams
Brown
Butler
Champaign
Clark
Clermont
Clinton
Darke
Fayette
Greene
Hamilton
Highland
Madison
Miami
Montgomery
Preble
Warren

Frances Turner, District Director
CLEVELAND District Office
Ohio Department of Human Services
Frank J. Lausche Building
615 West Superior Avenue, 9th Floor
Cleveland, Ohio 44113
(216) 622-3400

Ashtabula
Cuyahoga
Geauga
Lake
Lorain
Medina
Portage
Summit
Trumbull

Helen Boyle, District Director
COLUMBUS District Office
Ohio Department of Human Services
899 East Broad Street
Columbus, Ohio 43205
(614) 466-4456

Athens
Delaware
Fairfield
Franklin
Gallia
Hocking
Jackson
Knox
Lawrence
Licking
Meigs
Morrow
Perry
Pickaway
Pike
Ross
Scioto
Union
Vinton

Marlon Kiser, District Director
TOLEDO District Office
Ohio Department of Human Services
One Government Center, Room 913
Toledo, Ohio 43604
(419) 245-2800

Allen
Auglaize
Crawford
Defiance
Erie
Fulton
Hancock
Hardin
Henry
Huron
Logan
Lucas
Marion
Mercer
Ottawa
Paulding
Putnam
Sandusky
Seneca
Shelby
Van Wert
Williams
Wood
Wyandot

OHIO DEPARTMENT OF HUMAN SERVICES

DIRECTORY

DISTRICT OFFICES

COUNTY DEPARTMENTS OF HUMAN SERVICES

AND

CHILDREN SERVICES BOARDS

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BEST COPY AVAILABLE

Ohio Rehabilitation Services Commission
Robert L. Rabe, Administrator

400 E. Campus View Blvd., Columbus, Ohio 43235-4604
1-800-282-4536 (614) 438-1200

AREA 1

Counties: Adams, Brown, Butler, Clermont, Clinton, Hamilton, Highland, Lawrence, Pike, Ross, Scioto, Warren

BSVI OFFICES - Kevin Dolan, area manager

AREA OFFICE
617 Vine St., Suite 905, Cincinnati 45202. . . . . (513) 852-3223

PORTSMOUTH OFFICE
4300 Old Scioto Trail, Portsmouth 45662. . . . . (614) 354-8803
1-800-548-9139

BVR OFFICES - Evaristo Giglio, area manager

AREA OFFICE
7110 Pippin Rd., Cincinnati 45239. . . . . (513) 522-9800

CINCINNATI EAST OFFICE
8595 Beechmont Ave., Cincinnati 45225. . . . . (513) 474-4140
TDD (513) 474-4145

CINCINNATI GENERAL OFFICE
617 Vine St., Suite 925, Cincinnati 45202. . . . . (513) 852-3260

OHIO VALLEY GOODWILL OFFICE
10600 Springfield Pike, Cincinnati 45215. . . . . Ext. 229 (513) 771-4800

READING ROAD OFFICE
7710 Reading Rd., Suite 003, Cincinnati 45237. . . . . (Voice/TDD) (513) 821-1484

CHILLICOTHE OFFICE
14 S. Paint St., 3rd Flr., P.O. Box 503, Chillicothe 45601. . . . . (614) 773-2159

HAMILTON OFFICE
3570 Pleasant Ave., Hamilton 45015. . . . . (513) 867-8802
TDD (513) 867-8995

PORTSMOUTH GENERAL OFFICE
4304 Old Scioto Trail, Portsmouth 45662. . . . . (voice/TDD) (614) 354-7951

WINCHESTER OFFICE
108 W. Washington St., P.O. Box 368, Winchester 45697. . . . . (513) 695-0378

IRONTON OFFICE
105 N. Third Mall, Ironton 45638. . . . . (614) 533-0197

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AREA 2

Counties: Champaign, Clark, Darke, Greene, Logan, Miami, Montgomery, Preble, Shelby

BSVI OFFICE - Charles Miller, area manager

AREA OFFICE
111 W. First St., Suite 303-A, Dayton 45402. . . . . (513) 449-6574

BVR OFFICES - Mary Nies, area manager

AREA OFFICE
111 W. First St., Suite 202, Dayton 45402. . . . . (voice/TDD) (513) 449-6589

MONTGOMERY COUNTY OFFICES
111 W. First St., Suite 303-B, Dayton 45402. . . . . (513) 449-6370
TDD (513) 449-6373

SPRINGFIELD OFFICE
2253 Olympic St., Springfield 45503. . . . . (voice/TDD) (513) 399-9263

XENIA OFFICE
1147 Bellbrook Ave., Xenia 45385. . . . . (513) 372-4416 (voice/TDD)

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AREA 3

Counties: Allen, Auglaize, Defiance, Erie, Fulton, Hancock, Hardin, Henry, Lucas, Mercer, Ottawa, Paulding, Putnam, Sandusky, Van Wert, Williams, Wood

BSVI OFFICES - Floyd Cogan, area manager

AREA OFFICE
5533 Southwyck Blvd., Suite 101, Toledo 43614. . . . . (419) 866-5811

LIMA OFFICE
924 N. Cable Rd., Lima 45805. . . . . (419) 227-4270

BVR OFFICES - Kathleen Peters, area manager

AREA OFFICE
5533 Southwyck Blvd., Suite 100, Toledo 43614. . . . . (419) 866-5775

TOLEDO SOUTHSIDE OFFICE
5445 Southwyck Blvd., Suite 102, Toledo 43614. . . . . (419) 866-5597

RIVERVIEW OFFICE
Government Center, Suite 1063, Toledo 43604. . . . . (419) 245-2960
TDD (419) 245-3039

BOWLING GREEN OFFICE
441 Frazee St., Suite B, Bowling Green 43402. . . . . (419) 353-8471

DEFIANCE OFFICE
1101 Ralston Ave., Defiance 43512. . . . . (419) 784-2535

FREMONT OFFICE
605 Tiffin St., Fremont 43420. . . . . (419) 332-2691

LIMA GENERAL OFFICE
924 N. Cable Rd., Lima 45805. . . . . (419) 228-1421
TDD (419) 224-9957

OREGON OFFICE
2300 Navarre Ave., Suite 150, Oregon 43616. . . . . (419) 691-2456

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AREA 4

Counties: Ashland, Crawford, Delaware, Fairfield, Fayette, Franklin, Huron, Knox, Licking, Madison, Marion, Morrow, Pickaway, Richland, Seneca, Union, Wyandot

BSVI OFFICES - Michael Ream, area manager

AREA OFFICE
3333 Indianola Ave., Suite 402, Columbus 43266-0575. . . . . .(614) 466-7730

MANSFIELD OFFICE
One Marion Ave., Suite 215, Mansfield 44903. . . . . (419) 526-4181

BVR OFFICES - Ginger Howard, area manager

AREA OFFICE
3333 Indianola Ave., Suite 104, Columbus 43266-0574. . . . . .(614) 466-9364

COLUMBUS NORTH OFFICE
3333 Indianola Ave., Suite 405, Columbus 43266-0574. . . . . .(614) 466-7798

COLUMBUS SOUTH OFFICE
899 E. Broad St., Suite 201, Columbus 43266-0576. . . . . (614) 466-4575

COLUMBUS COUNTY AND DEAF OFFICE
899 E. Broad St., Suite 202, Columbus 43266-0576. . . . . (614) 466-7890
TDD (614) 466-9846

COLUMBUS METROPOLITAN OFFICE
899 E. Broad St., Suite 200, Columbus 43266-0576. . . . . (614) 466-6031

McCAMPBELL HALL OSU OFFICE
1581 Dodd Dr., Suite 495, Columbus 43210. . . . . .(614) 466-8732

MANSFIELD OFFICE
One Marion Ave., Rm. 215, Mansfield 44902. . . . . (voice/TDD) (419) 522-5990

MARION OFFICE
749 E. Center St., Marion 43302. . . . . (614) 387-3397

TIFFIN OFFICE
2550 South State Route 100, Tiffin 44883-9709. . . . . (voice/TDD) (419) 448-9492

AREA 5

Counties: Athens, Belmont, Carroll, Coshocton, Gallia, Guernsey, Harrison, Hocking, Jackson, Jefferson, Meigs, Monroe, Morgan, Muskingum, Noble, Perry, Tuscarawas, Vinton, Washington

BSVI OFFICES - James Babb, area manager

AREA OFFICE
601 Underwood St., Suite C, Zanesville 43701. . . . . (V/TDD) (614) 453-0673

ATHENS DISTRICT OFFICE
485 Richland Ave., Athens 45701. . . . . (614) 592-4411

AREA 5 BVR OFFICES - Larry Rogers, area manager

AREA OFFICE
601 Underwood St., Suite D, Zanesville 43701. . . . . (V/TDD) (614) 453-0673

ATHENS GENERAL OFFICE
1005 E. State St., P.O. Box 730, Athens 45701. . . . . (voice/TDD) (614) 592-3066

DOVER OFFICE
213 S. Wooster Ave., Dover 44662. . . . . (216) 364-6774

ST. CLAIRSVILLE OFFICE
51461 Jennifer Ln., Suite 100, St. Clairsville 43950. . . . . (voice/TDD) (614) 695-0404

STEUBENVILLE OFFICE
500 Market St., Suite 310, Steubenville 43952. . . . . (voice/TDD) (614) 282-3611

AREA 6

BSVI Counties: Ashtabula, Columbiana, Holmes, Mahoning, Medina, Portage, Stark, Summit, Trumbull, Wayne
BVR Counties: Holmes, Medina, Portage, Stark, Summit, Wayne

BSVI OFFICES - Kenneth Sankey, area manager

AREA OFFICE
110 Central Plaza South, Suite 400, Canton 44702. . . . . (216) 452-4946

AKRON OFFICE
161 S. High St., Suite 101, Akron 44308. . . . . (216) 379-3060

YOUNGSTOWN DISTRICT OFFICE
1350 Fifth Ave., Suite 204, Youngstown 44504. . . . . (216) 742-2560

BVR OFFICES - Robert Caplinger, area manager

AREA OFFICE
4911 Spruce Hill Dr., N.W., Canton 44718. . . . . (216) 494-3540

CANTON GENERAL OFFICE
110 Central Plaza South, Suite 470, Canton 44702. . . . . (216) 452-7161
TDD (216) 452-2414

AKRON GENERAL OFFICE
161 S. High St., Suite 103-B, Akron 44308. . . . . (216) 379-3080
TDD (216) 379-3090

NORTH SUMMIT/MEDINA OFFICE
161 S. High St., Suite 103-A, Akron 44308. . . . . (216) 379-3130

RAVENNA OFFICE
243 S. Prospect St., Suite B, Ravenna 44226. . . . . (216) 297-1448

WOOSTER OFFICE
711 Winkler Dr., Suite A, Wooster 44691. . . . . (voice/TDD) (216) 345-8200

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AREA 7

BSVI Counties: Cuyahoga, Geauga, Lake, Lorain
BVR Counties: Cuyahoga, Lorain

BSVI OFFICE - James Lenahan, area manager

AREA OFFICE
615 W. Superior Ave., Rm. 750, Cleveland 44113. . . . . (216) 622-3375

BVR OFFICES - Mary Warr, area manager

AREA OFFICE
615 W. Superior Ave., Rm 765, Cleveland 44113. . . . . (216) 622-3390
TDD (216) 622-3415

CLEVELAND EAST OFFICE
2239 E. 55th St., Rm. B-3, Cleveland 44103. . . . . (216) 622-4172

CLEVELAND WEST OFFICE
20950 Center Ridge Rd., Rocky River 44116. . . . . (216) 333-6117

CLEVELAND HEARING & SPEECH CENTER OFFICE
11206 Euclid Ave., Suite 122, Cleveland 44106. . . . . (voice/TDD) (216) 229-8866

CLEVELAND METROPOLITAN OFFICE
3101 Euclid Ave., Suite 410, Cleveland 44115. . . . . (216) 432-3900

MIDTOWN OFFICE
3101 Euclid Ave., Suite 420, Cleveland 44115. . . . . (216) 432-3921

MENTAL HEALTH-EAST OFFICE
3101 Euclid Ave., Suite 430, Cleveland 44115. . . . . (216) 432-3933

MENTAL HEALTH-WEST OFFICE
2012 W. 25th St., Suite 410, Cleveland 44113. . . . . (216) 622-4153

BRECKSVILLE VA HOSPITAL OFFICE
10000 Brecksville Rd., Bldg. 2, Brecksville 44141. . . . . (216) 526-6380

INDEPENDENCE OFFICE
6100 W. Creek Rd., Suite 8, Independence 44131. . . . . (216) 447-1574

LORAIN COUNTY OFFICE
1933-35 Cooper-Foster Park Rd., Amherst 44001. . . . . (voice/TDD) (216) 282-2084

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AREA 8 (BVR ONLY
Counties: Ashtabula, Columbiana, Geauga, Lake, Mahoning, Trumbull

Robert Zamary, area manager

AREA OFFICE
1350 Fifth Ave., Suite 330, Youngstown 44504. . . . . (216) 742-5140

ASHTABULA OFFICE
1700 W. 19th St., Ashtabula 44004-3098. . . . . (216) 964-3224

PAINESVILLE OFFICE
1640 W. Jackson St., P.O. Box 620, Painesville 44077. . . . . (216) 352-6271
TDD (216) 946-6723
Geauga County. . . . . (216) 285-9116

TRUMBULL GENERAL OFFICE
1212 Tod Ave., N.W., Warren 44485. . . . . (voice/TDD) (216) 373-1937

YOUNGSTOWN GENERAL OFFICE
1350 Fifth Ave., Suite 214, Youngstown 44504. . . . . (216) 742-5130
TDD (216) 742-2567

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RSC FIELD OFFICES - ALPHABETIC LISTING BY BUREAU

BUREAU OF SERVICES FOR THE VISUALLLY IMPAIRED

William A. Casto II, director

AKRON OFFICE
161 S. High St., Suite 101, Akron 44308. . . . . (216) 379-3060

ATHENS DISTRICT OFFICE
485 Richland Ave., Athens 45701. . . . . (614) 592-4411

CANTON AREA OFFICE
110 Central Plaza South, Suite 400, Canton 44702. . . . . (216) 452-4946

CINCINNATI AREA OFFICE
617 Vine St., Suite 905, Cincinnati 45202. . . . . (513) 852-3223

CLEVELAND AREA OFFICE
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COLUMBUS AREA OFFICE
3333 Indianola Ave., Suite 402, Columbus 43266-0575. . . . . (614) 466-7730

DAYTON AREA OFFICE
111 W. First St., Suite 303-A, Dayton 45402. . . . . (513) 449-6574

LIMA OFFICE
924 N. Cable Rd., Lima 45805. . . . . (419) 227-4270

MANSFIELD OFFICE
One Marion Ave., Suite 215, Mansfield 44903. . . . . (419) 526-4181

PORTSMOUTH OFFICE
4300 Old Scioto Trail, Portsmouth 45662. . . . . (614) 354-8803

TOLEDO AREA OFFICE
5533 Southwyck Blvd., Suite 101, Toledo 43614. . . . . (419) 866-5811

YOUNGSTOWN DISTRICT OFFICE
1350 Fifth Ave., Suite 204, Youngstown 44504. . . . . (216) 742-2560

ZANESVILLE AREA OFFICE
601 Underwood St., Suite C, Zanesville 43701. . . . . (voice/TDD) (614) 453-0673

BUREAU OF VOCATIONAL REHABILITATION

June K. Gutterman, Ed.D., director

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TDD (216) 379-3090

ASHTABULA OFFICE
1700 W. 19th St., Ashtabula 44004-3098. . . . . (216) 964-3224

ATHENS GENERAL OFFICE
1005 E. State St., P.O. Box 730, Athens 45701. . . . . (voice/TDD) (614) 592-3066

BOWLING GREEN OFFICE
441 Frazee St., Suite B, Bowling Green 43402. . . . . (419) 353-8471

BRECKSVILLE VA HOSPITAL OFFICE
10000 Brecksville Rd., Bldg. 2, Brecksville 44141. . . . . (216) 526-6380

CANTON AREA OFFICE
4911 Spruce Hill Dr., N.W., Canton 44718. . . . . (216) 494-3540

CANTON GENERAL OFFICE
110 Central Plaza South, Suite 470, Canton 44702. . . . . (216) 452-7161
TDD (216) 452-2414

CHILLICOTHE OFFICE
14 S. Paint St., 3rd Flr., P.O. Box 503, Chillicothe 45601. . . . . (614) 773-2159

CINCINNATI AREA OFFICE
7110 Pippin Rd., Cincinnati 45239. . . . . (513) 522-9800

CINCINNATI EAST OFFICE
8595 Beechmont Ave., Cincinnati 45255. . . . . (513) 474-4140
TDD (513) 474-4145

CINCINNATI GENERAL OFFICE
617 Vine St., Suite 925, Cincinnati 45202. . . . . (513) 852-3260

CLEVELAND AREA OFFICE
615 W. Superior Ave., Rm. 765, Cleveland 44113. . . . . (216) 622-3390
TDD (216) 622-3415

CLEVELAND EAST OFFICE
2239 E. 55th St., Rm. B-3, Cleveland 44103. . . . . (216) 622-4172

CLEVELAND HEARING & SPEECH CENTER OFFICE
11206 Euclid Ave., Suite 122, Cleveland 44106. . . . . (V/TDD) (216) 229-8866

CLEVELAND METROPOLITAN OFFICE
3101 Euclid Ave., Suite 410, Cleveland 44115. . . . . (216) 432-3900

CLEVELAND WEST OFFICE
20950 Center Ridge Rd., Rocky River 44116. . . . . (216) 333-6117

COLUMBUS AREA OFFICE
3333 Indianola Ave., Suite 104, Columbus 43266-0574. . . . . (614) 466-9364

COLUMBUS COUNTY AND DEAF OFFICE
899 E. Broad St., Suite 202, Columbus 43[illegible]5-0576. . . . . (614) 466-7890
TDD (614) 466-9846

COLUMBUS METROPOLITAN OFFICE
899 E. Broad St., Suite 200, Columbus 43266-0576. . . . . (614) 466-6031

COLUMBUS NORTH OFFICE
3333 Indianola Ave., Suite 405, Columbus 43266-0574. . . . . (614) 466-7798

COLUMBUS SOUTH OFFICE
899 E. Broad St., Suite 201, Columbus 43266-0576. . . . . (614) 466-4575

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DEFIANCE OFFICE
1101 Ralston Ave., Defiance 43512. . . . . (419) 784-2535

DOVER OFFICE
213 S. Wooster Ave., Dover 44662. . . . . (216) 364-6774

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605 Tiffin St., Fremont 43420. . . . . (419) 332-2691

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3570 Pleasant Ave., Hamilton 45015. . . . . (513) 867-8802
TDD (513) 867-8995

INDEPENDENCE OFFICE
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IRONTON OFFICE
105 N. Third Mall, Ironton 45638. . . . . (614) 533-0197

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924 N. Cable Rd., Lima 45805. . . . . (419) 228-1421
TDD (419) 224-9957

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One Marion Ave., Rm. 215, Mansfield 44902. . . . . (voice/TDD) (419) 522-5990

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749 E. Center St., Marion 43302. . . . . (614) 387-3397

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1581 Dodd Dr , Suite 495, Columbus 43210. . . . . (614) 466-8732

MENTAL HEALTH-EAST OFFICE (CLEVELAND)
3101 Euclid Ave., Suite 430, Cleveland 44115. . . . . (216) 432-3933

MENTAL HEALTH-WEST OFFICE (CLEVELAND)
2012 W. 25th St., Suite 410, Cleveland 44113. . . . . (216) 622-4153

MIDTOWN OFFICE (CLEVELAND)
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TDD (513) 449-6373

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10600 Springfield Pike, Cincinnati 45215. . . . . Ext. 229 (513) 771-4800

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TDD (216) 946-6723
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243 S. Prospect St., Suite B, Ravenna 44226. . . . . (216) 297-1448

READING ROAD OFFICE (CINCINNATI)
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RIVERVIEW OFFICE (TOLEDO)
One Government Center, Suite 1063, Toledo 43604. . . . . .(419) 245-2960
TDD (419) 245-3039

SPRINGFIELD OFFICE
2253 Olympic St., Springfield 45503. . . . . (voice/TDD) (513) 399-9263

ST. CLAIRSVILLE OFFICE
51461 Jennifer Lane, Suite 100, St. Clairsville 43950. . . . . (V/TDD) (614) 695-0404

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TOLEDO SOUTHSIDE OFFICE
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108 W. Washington St., P.O. Box 368, Winchester 45697. . . . . .(513) 695-0378

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YOUNGSTOWN AREA OFFICE
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YOUNGSTOWN GENERAL OFFICE
1350 Fifth Ave., Suite 214, Youngstown 44504. . . . . .(216) 742-5130
TDD (216) 742-2567

ZANESVILLE AREA OFFICE
601 Underwood St., Suite D, Zanesville 43701. . . . . (voice/TDD) (614) 453-0673

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BUREAU OF DISABILITY DETERMINATION
General Information. 1-800-282-4550

BUREAU OF VOCATIONAL REHABILITATION
Director's office. . . . . (614) 438-1250

BUREAU OF SERVICES FOR THE VISUALLY IMPAIRED
Director's office. . . . . (614) 438-1255

OTHER FREQUENTLY - CALLED NUMBERS

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QUICK REFERENCE SERRC DIRECTORY

SERRC	ADDRESS	TELEPHONE	IPD COORDINATOR	EAP COORDINATOR	IRC COORDINATOR
CENTRAL OHIO	470 Glenmont Avenue Columbus, Ohio 43214	(614) 262-4545	Sam Geldis	Sandra Anthony	**Dorothy Jansma**
CUYAHOGA	14605 Granger Road Maple Heights, Ohio 44137	(216) 587-5960	**Edward Fox**	Cathy Telzrow	Sally Pisarchick
EAST CENTRAL OHIO	152 Second Street, N.E. New Philadelphia, Ohio 44663	(216) 343-3355	**Robert Talarico**	Peter Tolan	James Martinek
EAST SHORE	7900 Euclid-Chardon Road Kirtland, Ohio 44094	(216) 256-8483	**Robert Stojetz**	Miriam Farrow	Mike Cosmo
HOPEWELL	5799 West New Market Road Hillsboro, Ohio 45133	(513) 393-1904	**John Gossett**	Margaret Roush	Douglas Rudolph
LINCOLN WAY	1450 West Main Street Louisville, Ohio 44641	(216) 875-2423	**Louise Spence**	Karen Best	Joyce Davies
MIAMI VALLEY	1831 Harshman Road Dayton, Ohio 45424	(513) 236-9965	**John Herner**	P.J. Arndts	Robert Rahamin
MID-EASTERN OHIO	2226 Twenty-Third Street Cuyahoga Falls, Ohio 44223	(216) 929-6634	**Charles Banevich**	Cathy Leighton	Beth May
NORTH CENTRAL OHIO	2200 Bedford Avenue Mansfield, Ohio 44906	(419) 747-4808	Paul McMillan	**Roger Bloomfield**	Barbara Williams-Byrd
NORTH EAST OHIO	409 Harmon Street, N.W. Warren, Ohio 44483	(216) 394-0310	**Jeff Lawson**	Linda S. Weber	Jeanne Broda
NORTHERN OHIO	218 North Pleasant Street Oberlin, Ohio 44074	(216) 775-2786	**Dale DeGirolamo**	Kay Van Neil	Phyllis A. Berger
NORTHWEST OHIO	10142 Dowling Road, RR 2 Bowling Green, Ohio 43402	(419) 833-6761	Leslie Ratliff	Sue Zake	**Edward Talarico**
PILASCO-ROSS	411 Court Street Portsmouth, Ohio 45662	(614) 354-4526	**Gary Dutey**	Lizabeth Mayo	Don Washburn
SOUTHEASTERN OHIO	507 Richland Avenue Athens, Ohio 45701	(614) 594-4235	**David Roach**	David Gustafson	Thomas Diebold
SOUTHWESTERN OHIO	415 Herman Street Cincinnati, Ohio 45219	(513) 241-8641	**J. Bruce Kramer**	Dianna Muennich	David Braukman
WEST CENTRAL OHIO	RR #6, Box A-3 North Dixie Highway Wapakoneta, Ohio 45895	(419) 738-9224	**James Zerkle**	Mary Link	Barbara Winzenried
ORCLISH	470 Glenmont Avenue Columbus, Ohio 43214	(614) 262-6131	Julia Todd, Project Coordinator		

Note: Names of SERRC Directors are in **bold** type

SPECIAL EDUCATION REGIONAL RESOURCE CENTERS

1 - NORTHWEST OHIO
2 - NORTHERN OHIO
3 - CUYAHOGA
4 - EAST SHORE
5 - NORTH EAST OHIO
6 - WEST CENTRAL
7 - NORTH CENTRAL
8 - MID-EASTERN OHIO
9 - LINCOLN WAY
10 - MIAMI VALLEY
11 - CENTRAL OHIO
12 - EAST CENTRAL
13 - SOUTHWESTERN OHIO
14 - HOPEWELL
15 - PILASCO-ROSS
16 - SOUTHEASTERN OHIO

APPENDIX D

LEGISLATION AFFECTING TRANSITION

Individuals with Disabilities Education Act of 1990 (IDEA) D-1

Transitional Services as Defined in IDEA of 1990 ..... D-2

Carl D. Perkins Vocational and Applied Technology Education Act of 1990 ..... D-3

Americans with Disabilities Act of 1990 ..... D-4

Public Laws and Amendments Addressing Education Transition for the Disabled D-5

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

OF 1990 (P.L. 101-476)

Major changes:

- **Adds two new categories of disability and solicits public comments on a third--**

  1. **Autism**
  2. **Traumatic Brain Injury**
  3. **Attention Deficit Disorder**

- **Defines transition services**

- **Requires that IEP include a statement of the needed transition services--**

  -- **beginning no later than age 16**
  -- **beginning at age 14 or earlier, if necessary**
  -- **including a statement of interagency responsibilities or linkages before the student leaves the school setting**

- **If participating agency fails to provide agreed upon transition services, the educational agency must reconvene the IEP team to identify alternative strategies to meet transition objective.**

TRANSITION SERVICES

As defined in IDEA of 1990--P.L. 101-476

"A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation."

Definition of "Individualized education Program"

Adds requirement that IEP include:

"A statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting," and

"In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives."

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990

Criteria for Services and Activities for Individuals Who Are Members of Special Populations--Required Assurances:

- Equal access to recruitment, enrollment, and placement activities;
- Equal access to the full range of vocational education programs available;
- Provision of vocational education in the least restrictive environment
- Vocational planning for individuals with handicaps coordinated by representatives of vocational education, special education, and State vocational rehabilitation agencies;
- Vocational education monitored for students with handicaps to insure consistency with their IEP;
- Notification to members of special populations and their parents at least 1 year prior to eligibility including information about specific courses, services, employment opportunities, and job placement;
- Assistance with transitional service requirements for individuals with handicaps;
- Provision of supplementary services including such things as curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices;
- Provision of guidance, counseling, and career development activities by professionally trained counselors and teachers;
- Provision of counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

AMERICANS WITH DISABILITIES ACT OF 1990
P.L. 101-336

Prohibits DISCRIMINATION in--

Employment (hiring, promotion, reasonable accommodation

- **1992--employers with 25 or more employees**
- **1994--employers with 15-24 employees**

Public Accommodations (hotels, shopping malls, grocery stores, schools, parks)

- **1992--new buildings accessible**
- **1992--existing buildings (if readily achievable)**

Telecommunications (telephone companies)

1993--offer TDDs at all hours, regular rates

Transportation (public transport)

1990--new buses accessible
1995--one car per train accessible

PUBLIC LAWS AND AMENDMENTS
ADDRESSING EDUCATION & TRANSITION FOR THE DISABLED

Year	Law	Title	Content
1973	P.L. 93-112	The Rehabilitation Act	Mandatory civil rights statutes for disabled individuals
1973	P.L. 93-568 Sec. 503, 504	The Rehabilitation Act	Addresses discrimination against individuals in programs receiving federal funds
1973	P.L. 93-380	Education of the Handicapped Act	Fundamental rights for disabled children to a free, appropriate public education (revised in P.L. 94-142)
1975	P.L. 94-142	Education for All Handicapped Children Act	Fundamental right of all handicapped children to a free, appropriate public education established as a national policy
1976	P.L. 94-486	Vocational Education Amendments	Defines the terminology of the disabled population in vocational education
1976		Amended Substitute House Bill 455	Ohio's enabling legislation for implementing P.L. 94-142. Implements IEP for all disabled children
1978	P.L. 95-602	Rehabilitation Comprehensive Services and Developmental Disabilities amendments	Protects the rights of individuals receiving services under P.L. 94-142; also provides money to states for providing specific services for developmentally disabled children
1980	P.L.96-265 Sections (1619a & b)	The Social Security Act Amendments	1619a: provides special benefits to SSI recipients exceeding SGA (substantial gainful activity level) 1619b: provides extended Medicaid coverage to recipients above "breakeven point" to increase incentives for gainful employment.
1981	OSBE	Rules for the education of handicapped children	All special education standards revised by Ohio State Board of Education
1982	P.L. 97-300	The Job Training Partnership Act	Authorizes job training and placement services for low income and displaced workers, covering adults and youth
1983	P.L. 98-199	The Education of the Handicapped Act amendments	Addresses the right to quality education and transitional services for the disabled, with emphasis on special education (based on P.L. 94-142)
1984	P.L. 98-524	The Carl D. Perkins Vocational Education Act	Determines vocational education as a related service (to P.L. 94-142) and as an integral component of a student's preparation for independence

1986	P.L. 99-496	The Job Training Partnership Act amendments	Calls for appropriate assessment of youth prior to training; includes the disabled as eligible participants in JTPA programs
1986	P.L. 99-514	The Tax Reform Act	Restores and renews tax incentives for employers who hire workers with disabilities
1986	P.L. 99-643	The Social Security Act amendments	Makes work incentive provisions in sections 1619a & b permanent

APPENDIX E

TRANSPARENCY MASTERS E-1

OVERVIEW OF OVERHEAD TRANSPARENCIES

WHAT IS TRANSITION?

- What is Transition -- (Will 1984 definition)
- School to Work Transition -- (Donn Brolin)

WHY IS TRANSITION A PRIORITY?

- Cost of Special Education
- Unemployment Rates of the Disabled
- Cost of Dependency

WHO IS RESPONSIBLE FOR TRANSITION?

- Potential Transition Coordinators
- Role of School Personnel
- Role of Agency Personnel
- Role of Employers

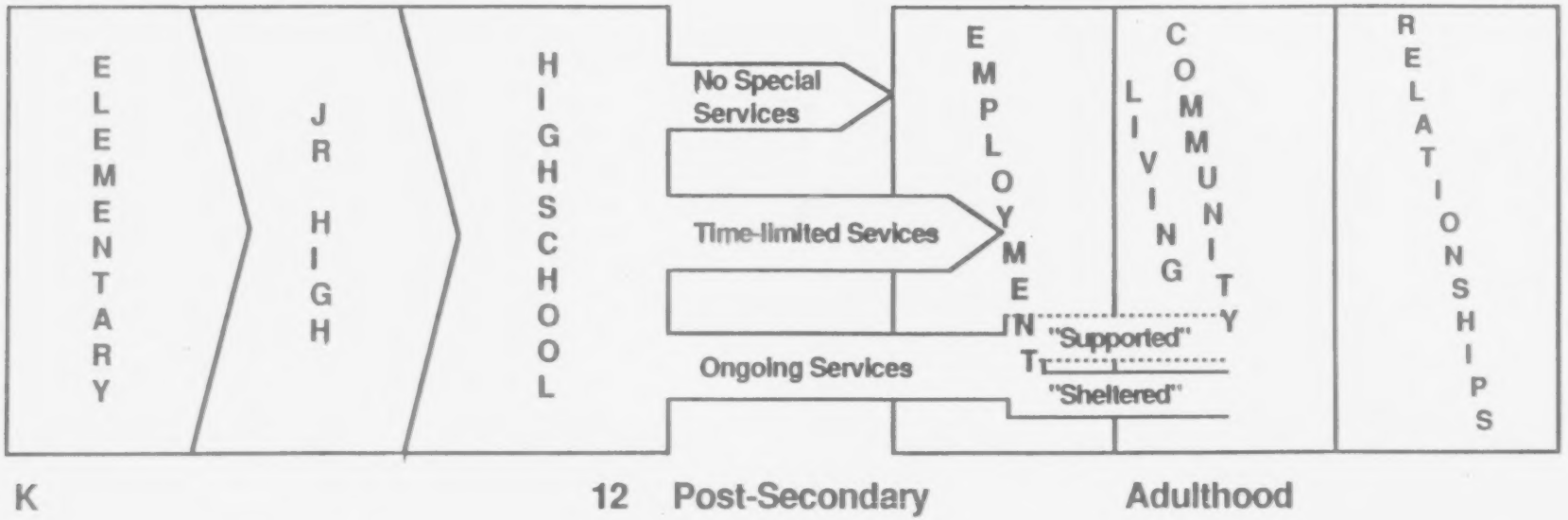
HOW DOES TRANSITION WORK?

- Overview of the Transition Planning Process
- The Flow of Employment
- Keys to Success

WHAT IS TRANSITION?

"...an outcome oriented process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional post-secondary education or adult services, and the initial years of employment. Transition is a bridge between the security and structure offered by the school and the risks of adult life." (Will, 1984)

SCHOOL - TO - WORK TRANSITION



Donn Brolin (1985)

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

OF 1990 (P.L. 101-476)

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"In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives."

WHY IS TRANSITION A PRIORITY?

COST OF SPECIAL EDUCATION

Mean Annual Cost Per Student

$6,335

Total Anticipated Cost K-12

$82,355

Eleventh Annual Report to Congress, 1989

WHY IS TRANSITION A PRIORITY?

UNEMPLOYMENT RATES OF PERSONS WITH DISABILITIES

CURRENTLY-

- o 63 percent of all men with disabilities

- o 72 percent of all women with disabilities

ARE UNEMPLOYED

President's Committee on Employment of People with Disabilities, 1990

WHY IS TRANSITION A PRIORITY?

ANNUAL COST OF DEPENDENCY

$45,000

LIFETIME COST OF DEPENDENCY

$2,000,000

per person over an unwillingly dependent and idle lifetime.

President's Committee on Employment of People with Disabilities, 1990

WHO IS RESPONSIBLE FOR TRANSITION?

Potential Transition Coordinators

- Work Study Coordinators
- Vocational Special Education Coordinators
- Classroom Teachers
- Special Education Teachers
- Vocational Instructors
- Occupational Work Experience Coordinators

ALL OF US HAVE AN IMPORTANT ROLE!

ROLE OF SCHOOL PERSONNEL

- **Design activities to assist each student in developing a healthy work personality**
- **Implement a functional curriculum targeted to employment and independent living**
- **Mainstream students in least restrictive environment (LRE)**
- **Implement a comprehensive career/vocational assessment program**
- **Encourage educators to gain realistic world of work expectations**
- **Infuse relevant career development activities into curriculum**
- **Develop active partnerships with**
  -Parents
  -Community agencies
  -Employers
- **Appoint a transition coordinator**
  -Time
  -Resources
- **Provide staff development opportunities**

ROLE OF VOCATIONAL PERSONNEL IN THE SCHOOL-TO-WORK TRANSITION

- o **Prepare students for work**

- o **Teach/reinforce the basic skills**

  - **Reading, math, writing, problem-solving skills**
  - **Employability skills including job search, job survival and social skills**

- o **Participate in the IEP process**

  - **Coordinate and balance vocational skills with applied academic and functional skills**
  - **Coordinate job placement timelines**

- o **Place students in jobs**

  - **Provide/coordinate on-the-job support for students and employer**

- o **Cooperate with others**

  - **Special and regular educators and adult service personnel**

ROLE OF AGENCY PERSONNEL IN TRANSITION FROM SCHOOL TO WORK

- o Appoint transition from school-to-work staff to work with educators and parents
- o Outline clearly for school personnel and parents your specific services
- o Develop clearly-specified interagency agreements
- o Provide staff development opportunities

ROLE OF EMPLOYERS IN TRANSITION FROM SCHOOL-TO-WORK

- Become actively involved with school personnel and parents

- Open up worksites for career exploration and training

- Help dispel the myths and negative attitudes

TRANSITION

Keys to Success

1. More career education opportunities
2. Appropriate interagency agreements
3. Inservice for teachers, administrators and parents
4. More appropriate curriculum and materials
5. A Career Education component in the IEP is critical to a successful transition program.

Halpern and Benz (1984)

TRANSITION

Keys to Success

1. Career and vocational education

2. Written guidelines and responsibilities

3. Collaboration that is not forced

4. Cross--agency inservice training

5. Local coordinator and team

Harold Russell Associates (1984)

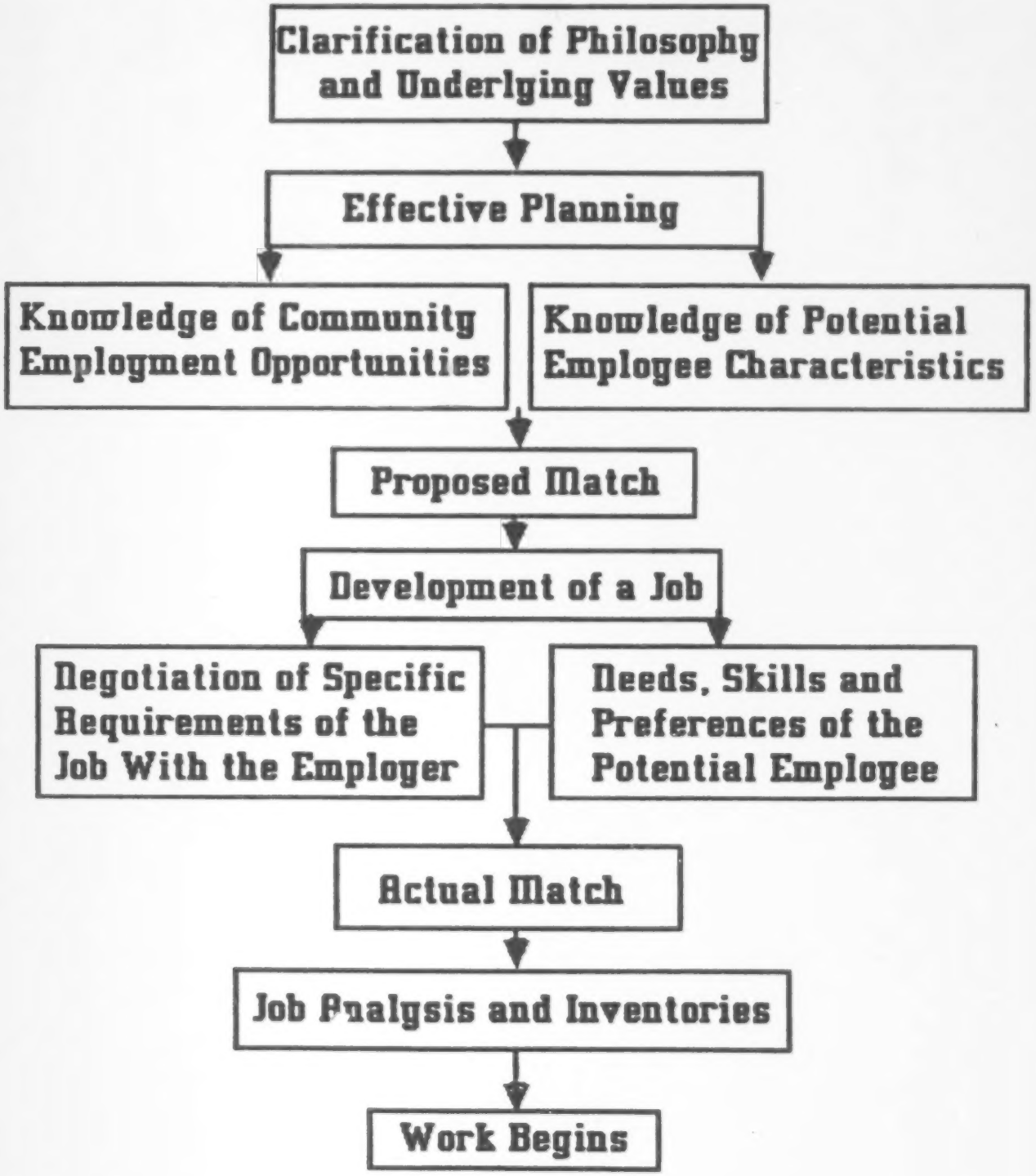
TRANSITION FROM SCHOOL TO WORK

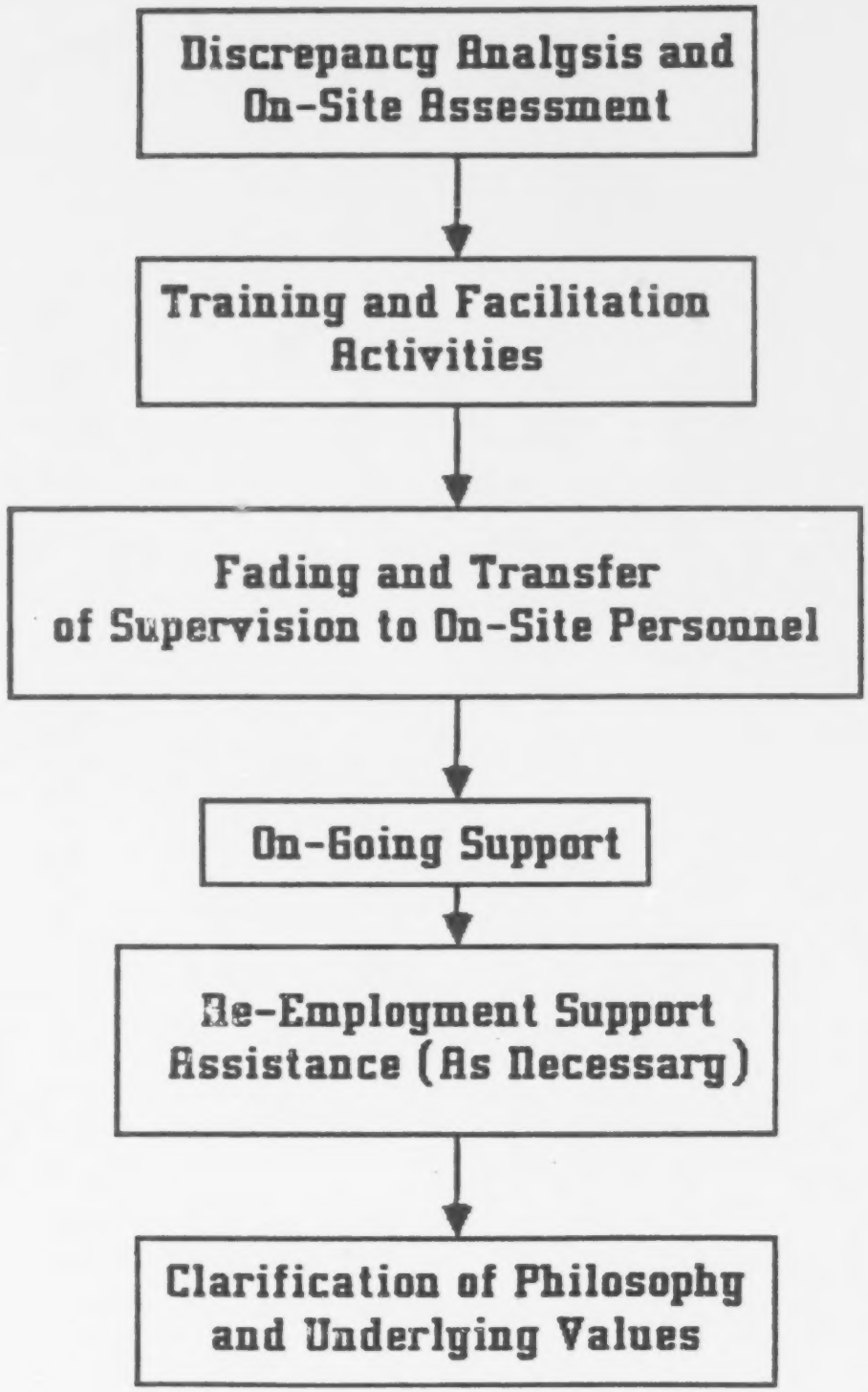
Important Needs

1. Develop more universal definitions among the agencies
2. Conduct earlier vocational assessment to guide the IEP process
3. promote better interagency cooperation
4. Begin career education earlier in elementary level
5. Increase the vocational preparation throughout education experience
6. Develop a more unified human resource system

Minnesota Great Lakes RRC (1984)

THE FLOW OF EMPLOYMENT


Clarification of Philosophy and Underlying Values
Effective Planning
Knowledge of Community Employment Opportunities
Knowledge of Potential Employee Characteristics
Proposed Match
Development of a Job
Negotiation of Specific Requirements of the Job With the Employer
Needs, Skills and Preferences of the Potential Employee
Actual Match
Job Analysis and Inventories
Work Begins


Discrepancy Analysis and On-Site Assessment
Training and Facilitation Activities
Fading and Transfer of Supervision to On-Site Personnel
On-Going Support
Re-Employment Support Assistance (As Necessary)
Clarification of Philosophy and Underlying Values

If you always do
what you've always done,

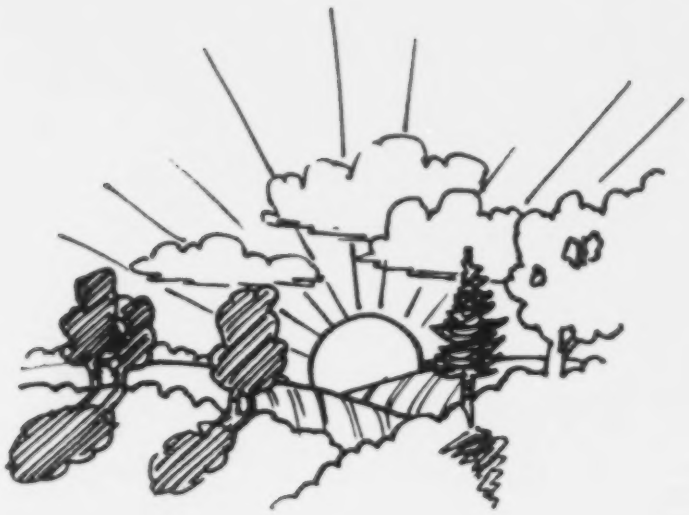
you will always get
what you've always got.

After all is said
and done,
More is said
than done.

No matter what goes wrong there is always somebody who knew it would

Bjorn's Law

The best thing about tomorrow is that it's untouched by human hands.



CAUTION!
Human Being
Handle With Care

APPENDIX F

EXEMPLARY TRANSITION PROGRAMS

Clinton County Work-Study Programs F-1

Columbus Hearing Impaired Program F-2

Community Education F-3

C.E.V.A.C. F-4

Erie County Interagency Networking Committee F-5

Option IV Program for Students with Severe Behavior Handicaps F-6

PIC Summer Work Crew Program/ Riverside Community Services Vocational Program F-7

Positive Education Program F-8

Vocational Education Services F-9

Westshore Option IV F-10

Worthington Schools Work Study Program F-11

PROGRAM:

Clinton County Work-Study Program, Clinton County Core Transition Team
Clinton County Schools, Box 511, Wilmington, Ohio 45177
(513) 382-6921
Pam Stephens, Work-Study Coordinator

DESCRIPTION:

The work-study program in Clinton county serves students with disabilities ranging from mild to profound impairments. The coordinator aides in developing job placements for these individuals and refers students to programs/agencies where further assistance may be needed (e.g., transition to work programs, job coaches, BVR, PIC/community action). The goal of the work study program is to help each individual successfully transition from school to employment. A team comprised of local agencies, programs, and school representatives) meets monthly to network communication of services they can provide and strategies they develop as a group enabling the individual with disabilities successful transition.

SERVICES:

Job placement
Job search and survival skills
transitional employment
Referral of all sophomore special education students for vocational assessment

SERVICE COSTS:

Free

HOURS:

8-4

SERVICE AREA:

Countywide program

ELIGIBILITY:

Junior/senior status
Ninth-tenth graders
Elementary/junior high
(resource person only)

DISABILITIES SERVED:

Developmentally handicapped
Learning disabled
Multihandicapped
Severe behavioral handicapped
Orthopedically handicapped
Visually/hearing impaired disorders

PROGRAM:

Columbus Hearing Impaired Program
1455 Huy Road, Columbus, Ohio
(614) 365-5977
Suzanne Martin

DESCRIPTION:

Parent interviews, vocational counseling, vocational assessment, academic assessment, vocational placement, postsecondary placement, job exploration, job training, and follow-up.

SERVICES:

Counseling	Job search skills	Transitional employment
Training	Job survival skills	Vocational assessment
Job placement	Parent support	On-the-job training

SERVICE COSTS:

Free

HOURS:

Morning
Afternoon
School-based service

SERVICE AREA:

District program
7 county

ELIGIBILITY:

14-21

DISABILITIES SERVED:

Hearing impairment

PROGRAM:

Community Education
Perry High School
3737 Harsh Avenue, SW, Massillon, Ohio 44646
(216) 477-3486, Ext. 26 Ellen Riddle

DESCRIPTION:

Functional community-based instruction provides a comprehensive educational approach for students of all ages and severity of handicaps. Through the utilization of community-based instruction a transitional bridge from school to the adult world is formed enabling handicapped students to realize successful independent living and vocational outcome.

SERVICES:

Counseling/Training	Parent support	On-the-job training
Job placement	Information/referral	Recreation programs
Job search skills	Transitional employment	Utilization of generic community facilities
Job survival skills	Vocational assessment	

SERVICE COSTS:

Free
Cost of reproducing materials

HOURS:

By appointment only

SERVICE AREA:

District program

ELIGIBILITY:

None

DISABILITIES SERVED:

Developmentally disability
Multihandicapped

PROGRAM:

C.E.V.E.C.
Greenview Center, 1825 S. Green Road, S. Euclid, Ohio 44121
(216) 291-4527
Candice Hazelwood

DESCRIPTION:

CEVEC is a vocational training program which teaches entry level skills in the community to students who are in need of a supported work environment. The students are provided a variety of work experiences based on their need and provided specific training in social skills. It is hoped that the student is working successfully and case opened with appropriate agencies prior to graduation.

SERVICES:

- Training
- Job placement
- Job search skills
- Job survival skills
- Transitional employment
- Vocational assessment

SERVICE COSTS:

Tuition charge to district

HOURS:

SERVICE AREA:

VEPD-wide program

ELIGIBILITY:

14-21

DISABILITIES SERVED:

- Specific learning disability
- Severe behavior disorders
- Orthopedically and/or other health disorders
- Developmentally disabililty
- Visual impairment/Hearing impairment
- Multihandicapped
- Disadvantaged (academically or economically)

PROGRAM:

Erie County Interagency Networking Committee
2900 Columbus Avenue, Sandusky, Ohio 44870
(419) 433-6343
Karen Streng

DESCRIPTION:

The Erie County Interagency Networking Committee is comprised of nineteen (19) agency representatives who meet on a monthly basis. The purpose of our committee is to facilitate working relationships among participating county agencies. We are working together to develop a system of services so that all persons with disabilities, in Erie County, have the opportunity to live and work within the community as independently as possible.

SERVICES:

Counseling/Training	Job survival skills	Vocational assessment
Job Placement	Parent support	On-the-job training
Health Services	Information/referral	Adult education
Job search skills	Transitional employment	Recreation programs

SERVICE COSTS:

Free

HOURS:

Referral through one of the participating agencies.

SERVICE AREA:

Countywide program

ELIGIBILITY:

DISABILITIES SERVED:

Specific learning disability	Developmentally disability
Severe behavior disorders	Visual impairment
Hearing impairment	Multihandicapped
Orthopedically and/or other health disorders	Disadvantaged (academically or economically)

PROGRAM:

Option IV Program for Severe Behavior
Four County Community Mental Health Board
1939 East Second Street, Defiance, Ohio 43512
(419) 782-8203 TTY # (419) 784-5684 Paul Lilley

DESCRIPTION:

On the job training is provided to SBH students through an individual educational placement. Students are provided intensive, on-the-job training.

SERVICES:

Tutoring	Job search skills	Vocational assessment
Training	Job survival skills	On-the-job training
Job placement	Transitional employment	(primary purpose)

SERVICE COSTS:

Free (part of I.E.P.)

HOURS:

Morning
Afternoon

SERVICE AREA:

Countywide program

ELIGIBILITY:

14-graduation

DISABILITIES SERVED:

Severe behavior disorders

PROGRAM:

PIC Summer Work Crew Program/Columbus Volunteer Work Experience Program/
Riverside Community Services Vocational Program
Neil Avenue Special Education Center, 2571 Neil Avenue, Columbus, Ohio 43202
(614) 365-5219 Rick Langner

DESCRIPTION:

These programs for students included in "Option 4" planning provide:

(1) Extensive supervised unpaid community work experience for up to 90 students grades 9-12

(2) Closely supervised, paid (by PIC), summer employment for 3-4 high school students with no previous paid experience

(3) A community-based (Riverside Methodist Hospitals) vocational program for 8-12 students from the Columbus VEPD.

SERVICES:

Training
Vocational assessment (to a degree)
Work experience (unpaid) programs specific vocational training in the community

SERVICE COSTS:

HOURS:

By appointment only

SERVICE AREA:

District program
PIC and work experience programs
VEPD-wide vocational program

ELIGIBILITY:

14+ for work experience
16+ for vocational programs
16+ for PIC

DISABILITIES SERVED:

Hearing impairment
Orthopedically and/or other health disorders
Multihandicapped
Developmentally disability (low functioning DH)

PROGRAM:

Positive Education Program, Transition from School-to-Work
14201 Southington Road, Shaker Heights, Ohio 44120
(216) 752-1737
Kenneth P. Boldt

DESCRIPTION:

The program offers training in pre-employment skills, vocational counseling and career exploration/development. Students are hired at integrated work sites in the community with support and training offered by a job coach. When a student can function independently at work, the job coach fades out. Follow-along and follow-up services are then provided to both student and employer.

SERVICES:

Counseling	Job survival skills	Vocational assessment
Training	Information/referral	On-the-job-training
Job placement	Transitional employment	Adult education
Job search skills	Job clubs	Leisure time activities

SERVICE COSTS:

RSC funded

HOURS:

Morning
Afternoon
Evening

SERVICE AREA:

Countywide program

ELIGIBILITY:

16-22

DISABILITIES SERVED:

Severe behavior disorders

PROGRAM:

Vocational Education Services
11910 Dunham Road, Northfield, Ohio 44067
(216) 467-7955
Beth Dague

DESCRIPTION:

A vocational experience for severely emotionally disturbed adolescents. The program focuses on work skills and community-based employment experiences for that target population. Community discharge planning includes job placement in the child's community upon discharge from the hospital.

SERVICES:

Counseling	Job search/survival skills	Job clubs
Tutoring/Training	Parent support	Vocational assessment
Job placement	Information/referral	On-the-job training
Health services	Transitional employment	Recreation programs

SERVICE COSTS:

Funded through the Ohio Department of Education

HOURS:

24 hours a day

SERVICE AREA:

50 of 88 counties in Ohio

ELIGIBILITY:

15-18

DISABILITIES SERVED:

- Specific learning disability
- Severe behavior disorders
- Hearing impairment
- Orthopedically and/or other health disorders
- Developmentally disability
- Visual impairment
- Multihandicapped
- Disadvantaged (academically or economically)

PROGRAM:

Westshore Option 4
14100 Franklin Avenue, Lakewood High School, Lakewood, Ohio 44107
(614) 529--4337
Dale Brogan

DESCRIPTION:

Handicapped students in the West Shore VEPD have the opportunity to participate in VEA and attend community-based sites for Work Adjustment I or II, Community and Home Services or Hospitality Services, Job Training and job placement are the culmination. Job coaches, and mobility specialists are integral parts of the program.

SERVICES:

Training	Job survival skills	Vocational assessment
Job placement	Information/referral	On-the-job training
Job search skills	Transitional employment	

SERVICE COSTS:

Free

HOURS:

8-4 programs offered

SERVICE AREA:

VEPD-wide program

ELIGIBILITY:

16-22

DISABILITIES SERVED:

Severe behavior disorders
Developmentally disability
Multihandicapped

PROGRAM:

Worthington Schools
752 High Street, Worthington, Ohio 43085
(614) 431-6500
Sharon Marshall

DESCRIPTION:

Worthington Schools offers a variety of courses and programs which include: Community Partnerships, Exploration, Internships (In-School Work Experiences), Enclaves, Shadowing, Option IV, Job Placement In-School Businesses, Job Coaching and Independent Living Arrangements (a process and placement developed for two students).

SERVICES:

Tutoring	Job search skills	Transitional employment
Training	Job survival skills	Vocational assessment
Job placement	Parent support	On-the-job Training

SERVICE COSTS:

Free

HOURS:

Morning
Afternoon

SERVICE AREA:

District program

ELIGIBILITY:

14-21

DISABILITIES SERVED:

Specific learning disability
Severe behavior disorders
Developmentally disability

APPENDIX G

PLAN TO ACHIEVE SELF SUPPORT (PASS)

SAMPLE APPLICATION G-1

EXHIBIT 4

PLAN TO ACHIEVE SELF-SUPPORT

IDENTIFICATION OF THE APPLICANT/RECIPIENT OF SSI:

Name: James Harris Social Security Number: _____

Birthdate: _____ Sex: _____ Telephone: _____

Mailing Address: _____

_____ Zip: _____

VOCATIONAL ASPECTS OF THE PLAN:

I intend to achieve self-support, or reduced dependency on SSI payments, by attaining gainful employment in the following manner:

Occupational Objective: Secure and maintain employment in the housekeeping field.

Explanation: Work with Career Industries to obtain employment, complete job seeking skills and look for a job. Once I obtain the job, I will cooperate with the employment job trainer so I can learn the job and be successful.

Summary of the steps necessary to achieve the occupational objective:

(1) Learn job through OJT (2) Cooperate with the job trainer

(3) Work scheduled hours (4) Provide supported employment services

Explanation of each step:

(1) BVR will provide the employer with on-the-job training funds so that James can learn his job. An OJT will be done due to James' difficulties with work schedules and peers on the job.

(2) Career Industries will provide a job trainer for James to learn the job. The job trainer will provide one-on-one job training. James will learn to pace himself on the job.

(3) James will work the hours his employer schedules him to work. James will not malinger but keep his work speed so he can complete his tasks in the allotted amount of time.

(4) James will need life-long support on the job. This training intervention will be provided for James by Career Industries under the supported employment program.

Explanation of each expenditure:

(1) The on-the-job training will be provided to James' employer. This incentive will be used to entice the employer into hiring James and also working with James through his initial difficulties on the job.

(2) James will receive one-on-one training via a job trainer. The job trainer will be paid for through an RSC establishment grant to Career Industries. The trainer will ensure that James learns how to do his job correctly and provide support to him so that he remains employed.

(3) James will work scheduled hours. James will be at work on time and leave work on time. James will not do extra projects without the projects being requested by James' immediate supervisor.

(4) Continuous support services will be provided by Career Industries. This support will fall under the category of supported employment.

Verification of Expenditures:

Method of retaining receipts, invoices and similar documents:

The PASS savings account will be a record of the savings James has toward the car. Also, when the car is purchased, the bill of sale will be a record of the purchase price and the car payment book will be a record of the car payments.

LIFE OF THE PLAN:

The plan will begin: January 16, 1989

The plan will end: January 16, 1990

An extension of 18 months is anticipated. (If applicable) a written request for the extension will be submitted to SSA prior to the end of the approved life of this plan. The extension will be requested to make the car payments.

SAVINGS AND DISBURSEMENTS OF THE PLAN:

Summary of Savings

	Purpose	Frequency/Date	Amount
(1)	Deposit money into PASS Account	monthly on or about the 16th of the month.	$200.00
(2)			
(3)			
		TOTAL	$2400.00

Explanation of Savings: The account will be utilized to put a down payment on a car for James. This car will be one that is in good working condition and not in need of constant repairs.

The savings will be conserved in account # _____ at the Banc Ohio of _____, Ohio.

Personal funds will not be deposited in this account.

EXHIBIT 4--*Continued*

Summary of Expenditures

	Purpose	Frequency/Date	Amount
(1)	Down payment on a car	January, 1990	$2400.00
(2)	Car payments	Date and frequency to be determined when James purchases the car.	To be determined
(3)			
		TOTAL	$2400.00